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ABSTRACT

This report includes 87 1-page abstracts of presentations delivered at a conference on transition to work and life for disabled students. Names of presenters are included along with titles and abstracts are grouped into five major areas (sample presentation topics in parentheses): (1) career/vocational assessment (school-based vocational assessment, screening and vocational assessment of learning disabled students, curriculum-based vocational assessment planning); (2) transition projects (job-site work experience at the junior high school, workstudy/on-the-job training, transition programing within an urban community, employment in high technology, implications for counseling the Black male); (3) elementary career development, rural, severely handicapping conditions and personal/social adjustment (volunteering, community-based job training for autistic youth, industrial arts education, social/leisure skills instruction for mentally retarded adults, rural community-based program for severely handicapped students, life-centered career education activities); (4) postsecondary, business/industry linkages (transition through rehabilitation technology, issues concerning the targeted job tax credit, business/industry internships); and (5) personnel preparation (an interuniversity, competency-based vocational special needs master's program, needed policy changes in transitional services, vocational teachers' attitudes towards special needs, statewide model for leadership training of transition educators and human service personnel). (CL)

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THE COUNCIL FOR
EXCEPTIONAL CHILDREN

Decade of the Disabled: Transition to Work and Life

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Proceedings of THE THIRD INTERNATIONAL CONFERENCE OF THE DIVISION ON CAREER DEVELOPMENT

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October 9-12, 1985

**International Conference on the
DECADE OF THE DISABLED:
TRANSITION TO WORK AND LIFE**

Sponsored By

The Division on Career Development
in cooperation with the
National Association of Vocational Education Special Needs Personnel
and the
Special Needs Division of the American Vocational Association

October 9-12, 1985
Las Vegas, Nevada

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FOREWARD

The theme for the Third International Conference of the Division on Career Development, "The Decade of the Disabled: Transition to Work and Life," identifies the scope of our concerns and the magnitude of our future efforts. But, the Division is no stranger to a challenge.

The Division was approved as the twelfth member of the Council for Exceptional Children in 1976. In the ensuing nine years, it has grown to over 1600 members, publishes the respected journal CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS, and has sponsored successful international conferences in Dallas (1981), Chicago, (1983), and Las Vegas (1985). Thus, the Division has been steadily fulfilling its objectives by providing the kinds of vehicles and experiences that promote professional growth which, in turn, enhances the career development of exceptional individuals.

This publication contains abstracts from the majority of presentations at the Las Vegas International Conference. Our intent is to make these reviews available to the field as quickly as possible so that professionals can apply the information in their specific endeavors with exceptional individuals. Those readers who want more information are encouraged to communicate with the presenters who are identified on the abstracts.

Charles J. Kokaska
President
Division on Career Development
The Council for Exceptional Children

P R E F A C E

The 87 abstracts contained in this document represent a majority of the presentations at the Las Vegas conference, conducted October 9-12, 1985. All conference presenters were requested before the meeting to submit one-page abstracts so that interested readers would have enough information to send for further information if desired.

Although the conference consisted of several strands, this publication has organized them into only five sections because of the limited number of abstracts in some strand areas. It was difficult to decide which category some abstracts should be placed under; therefore, the reader should peruse all sections for presentations of interest.

A table of contents is included to provide a quick review of the various presentation's titles and their presenters. The abstracts are ordered by section and alphabetically by presenter name. Several submitted abstracts were reorganized and retyped to a consistent style for the ease of the readers. Abstracts of more than one-page were reduced to the requested one-page. We apologize to these presenters if some important material has been eliminated.

The Division on Career Development (DCD) hopes that this document will be useful to the field. It should reflect many of the wide array of important activities that are being conducted throughout the United States to enhance successful "Transition from School to Work and Life" for persons with disabilities who need special services.

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PART I

CAREER/VOCATIONAL ASSESSMENT

Title of Presentation: Psychosocial Status and Career Aspirations of Intellectually Gifted High School Students

Presenter(s): Dr. Reuben Altman, Professor
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Columbia, MO 65211

Dr. James E. Irvin
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This presentation reports one focus of a comprehensive statewide assessment of 470 intellectually gifted high school sophomores. This large statewide sample of gifted adolescents is representative of diverse geographic, socioeconomic and cultural backgrounds encountered in the nation's schools. Despite the current resurgence of resources devoted to gifted adolescents, educational programs are generally inadequate in addressing career guidance and counseling. The loss to individual youngsters as well as schools and society in general is considerable as large numbers of potentially bright contributors turn to such self destructive behaviors as school drop-out, drug abuse and alcoholism.

Our current knowledge base on the psychosocial development and career adjustment of gifted youngsters is largely derived from the early longitudinal investigations of Lewis Terman initiated in the 1920's. The dramatic differences in contemporary cultural influences supports reexamination of the relationships between intellectual giftedness, psychosocial adjustment, and career awareness and aspiration.

Each student was administered a battery of demographic, interest and attitudinal questionnaires and standardized psychological instruments. This presentation focuses on the relationship between the career objectives of male and female gifted secondary students and their scores on 15 psychosocial traits as measured by the Jackson Personality Inventory: (1) Anxiety; (2) Breadth of Interest; (3) Complexity; (4) Conformity; (5) Energy Level; (6) Innovation; (7) Interpersonal Affect; (8) Organization; (9) Responsibility; (10) Risk Taking; (11) Self-Esteem; (12) Social Adroitness; (13) Social Participation; (14) Tolerance and (15) Value Orthodoxy. The results are discussed in terms of the implications for educational programming and the career guidance needs of secondary level gifted students.

A series of programmatic investigations on the psychosocial status of gifted adolescents is expected to progress over the next several years. For further information call or write Reuben Altman or Jim Irvin at the University of Missouri.

Title of Presentation: Career Interest Inventories and the Special-Needs
Secondary Student

Presenter: Cindy Bentley, Preassessment Evaluator
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Career interest assessments can be an important component of education for the special-needs student, especially at the secondary level. The purpose of this article is to review concerns or problems related to either the administration or use of interest assessments with special-needs students; look at ways to utilize the results of this type of assessment within an educational setting; and to discuss the importance of cooperative efforts of various professionals who are involved with the students.

A general discussion regarding the utilization of interest assessment results will describe modifications in administration procedures, types of information which can be acquired; and what to look for when selecting a career interest instrument.

Important concepts in career education will be defined to assist the professional in planning and implementing successful lessons based on the use of career interest inventories. The different ways results can be utilized depending on the teaching method used, the objective of the lesson, and the diversity of the students' intellectual ability, career maturity and previous experiences will also be discussed.

Five general types of information can be gained from the results of interest inventories. Teachers can use the results as a part of their daily or long-term lesson plans through inclusion on Individualized Educational Plans (IEP's), special assignments, and incorporation into other course material.

Finally, the importance and benefits of cooperative efforts are discussed.

For more information call or write Cindy Bentley.

Title of Presentation: School-Based Vocational Assessment - A Need is Now a Mandate.

<u>Presenter(s):</u> Eleanor Bicanich Center for Vocational Personnel Preparation Reschini House Indiana University of Pennsylvania Indiana, Pennsylvania	Pam Leconte Collaborative Vocational Evaluation Training George Washing University 2201 G Street, N.W., Suite 524 Washington, DC 20052
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The presentation poses questions and attempts to provide direction toward possible answers. Who does vocational assessment? Who must be assessed? When should vocational assessment occur? How will vocational assessment be accomplished? Questions and answers like these are couched in the assurances mandated by the Carl D. Perkins Vocational Education Act of 1984.

In developing possible answers, one must first understand the nature of vocational assessment and vocational evaluation, as well as the relationships and differences between the two.

Vocational assessment is defined as an informal broad-based, continuous process which can and should be conducted by a variety of individuals throughout handicapped and disadvantaged students' school "careers." Vocational assessment provides a vocational profile for individual students and helps to determine which students should be referred for the more intensive vocational evaluation service.

Vocational evaluation is described as a formal, comprehensive process which assists students

- o to discover vocational skills and aptitudes,
- o to clarify career and vocational interests and goals
- o to isolate vocational strengths and needs
- o to determine work behaviors, training and/or job readiness, and
- o to identify training and/or employment potentials.

The process occurs in a simulated work setting, away from students' routine classes and school environment. Students are responsible for directing the process as much as possible. Vocational evaluation represents a process for the approximate 12-15% who need it, which is contained in the more expansive and extended vocational assessment process.

In summary, local education agencies can meet the vocational "assessment" mandate by improving the cooperative relationships of various personnel, by involving parents and students as keystones of service delivery, and by focusing on the integration of a process rather than seeking mere products within the educational framework.

For more information, please contact the presenters.

Title of Presentation: Effective Use of the BRIGANCE Inventory Essential Skills

Presenter: Albert H. Brigance, Author and Consultant
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Phone (615) 982-0223

The BRIGANCE Inventory of Essential Skills (IES) was designed as a criterion referenced assessment instrument to simplify and intergrate the processes of assessing/diagnosing, record-keeping and instructional planning. It is used mostly in special education programs with junior high, senior high and adult education students. In addition to being criterion referenced, the publication has the following features.

IS COMPREHENSIVE: The IES includes 186 skill sequences and 10 rating scales. I should never be used in its entirety with one student. Its comprehensiveness makes it possible to select the assessments that will yield data to meet specific student and programs needs. Some of the areas included are:

Reading	Health and Safety
Reference Skills	Vocational
Schedules and Graphs	Money and Finance
Writing	Travel and Transportation
Completing Forms	Food and Clothing
Spelling	Oral Communication and Telephone Skills
Math	

HAS A FORMAT THAT IS EASY TO FOLLOW: The IES is published in a seven ring binder. When the binder is opened and placed between the student and the teacher/assessor the printed material for each is in the correct position for reading.

The publisher grants permission to reproduce material which requires a student written response. Thus, the teacher/assessor can remove the student response pages and reproduce them in quantities as needed. About 75% of the assessments can be adapted for group administration.

OFFERS A RECORD-KEEPING SYSTEM THAT IS EFFICIENT, SPECIFIC AND EASILY INTERPRETED: Recording in the Student Record Book is done by using a pencil or a pen of a designated color for each assessment date to circle the skill for which mastery is demonstrated. The objective is underlined with a pen of the next color. This recording procedure establishes an on-going, graphic record-keeping system that is easy to interpret. For example, after the second assessment the graphic record shows was skills the student had mastered at the time of the first assessment, what progress has been made and what skills have been identified as objectives.

This record-keeping system was designed to meet Public Law 94-142 requirements. P.L. 94-142 indicates the following are to be identified when developing objectives for the IEP.

1. Date by which objectives are to be mastered.
2. Method of assessment.
3. Present level of achievement.
4. Level to be achieved or terminal performance level.

These four requirements are documented in the Student Record Book for the IES.

Computer software with the bank of objectives from the IES is available. this software makes it easy to print I.E.P. goals and objectives based on an assessment done by using the IES.

Triplicate copy I.E.P. form correlated with the IES are also available.

Title of Presentation: The Competency Assessment Inventory (CAI) Project:
Development of a Life-Centered Career Education Inventory for the LCCE
Curriculum.

Presenter: Donn E. Brolin, Project Director
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The COMPETENCY ASSESSMENT INVENTORY (CAI) PROJECT has as its specific goal the production of a test to accompany the Life-Centered Career Education: A Competency Based Approach (LCCE) Curriculum, published by the Council for Exceptional Children (1978, 1983). The LCCE curriculum represents a compendium of work done during the past 15 years by Donn Brolin (Project Director) and his associates, and is widely used throughout the country to teach special education students important skills that facilitate their successful transition from school to work. The CAI Project, funded for three years by the U.S. Department of Education, Special Education Programs, is a natural extension of this earlier work and will culminate in 1987 with the publication of a LCCE INVENTORY.

The LCCE INVENTORY should be a welcome addition to the field of special education and prove to be a valuable tool to educators who are focusing on the transition needs of their students. The LCCE INVENTORY will actually consist of two instruments: a standardized test and a non-standardized "made for teachers" test. Although both of these measures will be valuable to the teacher of children with special needs, each of them will serve a unique purpose in the assessment of their needs and abilities.

The standardized version of the LCCE INVENTORY will consist of 20 test batteries covering all but two of the competencies comprising the LCCE CURRICULUM. The tests within each battery will cover most of the subcompetencies that constitute the competency domain. The tests are to be used with mildly retarded and severe learning disabled students in grades 7-12. Each test is to be used as a pre/post test in order to make decisions about a student's instructional needs. Items are objectively scored, recognition/knowledge type, and consist of true-false, multiple-choice, and matching questions. Each test can be administered to small groups, with items presented orally and in written form.

The non-standardized version of the LCCE INVENTORY will be criterion-referenced and will consist of a collection of sets of test items, with one set of items for almost every LCCE objective/learning outcome. Each set of items is to be used by classroom teachers to monitor a student's day to day progress with respect to mastery of each LCCE objective and serves as a model from which classroom teachers can generate additional items to measure acquisition of a specific objective. The tests can be used with mildly handicapped students in any grade level as is deemed appropriate by the teacher. No information will be offered with respect to interpretation of performance, although teachers could set standards for objective mastery. The tests are to be administered individually to an examinee; items are either presented orally or involve situational or simulated observations of actual behaviors.

The LCCE INVENTORY will have been field-tested across the nation and hopefully ready for publication by Fall 1987. At the present time several research reports and working papers are available from the project office. Interested persons should contact Donn E. Brolin, Project Director, for these publications which are available for the cost of reproduction and mailing.

Title of Presentation: An Interdependent Transition Model for Learning Disabled Adults: Counselor, Instructor/Employer, and LD Adult Roles.

Presenters:

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Models for serving learning disabled adults in transition from school to community are often fragmented and restricted. An interdependent transition model is proposed that defines the shared and personal roles of the counselor, the instructor and/or employer, and the learning disabled person. Career assessment procedures, advocacy roles, instructor and employer accommodations and modifications, and the cooperative development of support systems for LD adults are an integrated part of the model. Implentation of the model requires cooperation, flexibility, shared responsibility, and an understanding of the factors that contribute to the strengths and weaknesses of the learning disabled adult. At the present time, an assessment device has been developed and research with learning disabled adults is being conducted in conjunction with the model.

The interdependent transition model has been augmented by the development of the Career Assessment Inventories for the Learning Disabled (Weller & Buchanan, 1984; Academic Therarapy Publications). This inventory provides a field-tested procedure for evaluating the verbal understanding, conversational, visual, spatial, fine motor, and gross motor skills of learning disabled individuals in relation to career requirements. This information is then integrated with the individual's career preferences and attributes to yield an indication of the most appropriate career options for that individual. This inventory, in addition to a variety of other assesement instruments, is being used to determine the effect of academic, functional, adaptive, and severity factors on career success of learning disabled adults. This research is being conducted under a federally funded transition research project at the University of Utah. The results of this research will be utilized in formulating implications for secondary transition programs and determination of curriculum.

Title of Presentation: A Diagnostic/Prescriptive Vocational Training Program for the EMR Student

Presenter: Ronald E. Childs, Assistant Dean
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The Outcomes Charts are a diagnostic/prescriptive program for the educable mentally retarded student. The student outcomes and evaluation charts were developed by Drs. Tony Vaughn, Oliver Kolstoe, and Ronald Childs of the Special Education program at the University of Northern Colorado in Greeley, Colorado.

Five hundred and fifty-nine student outcomes are organized into eight clusters that represent areas of life considered crucial to the development of a mentally retarded person. If a retarded person is to develop into a person who can function independently in society, it is vital that they master the skills covered in these eight areas. These areas are Communication, Arithmetic, Social, Esthetics, Motor and Recreational, Vocational, Health, and Safety.

Each of these eight areas is broken down into five different developmental levels. They are Preschool/Primary (pre), Primary, Intermediate, Junior High School, and Senior High School.

The Social Outcomes are broken down into The Self, In The School, and Home, Neighborhood, and Community.

The Vocational Outcomes are broken down into Analysis of Occupations and Occupational Skills.

The Outcomes Charts allows for an easy and convenient method of monitoring progress in mastering the outcomes. They also allow for an easy method of adapting the system to the format required in the IEP as outlined in Public Law 94-142.

Teachers who have used the Outcomes Charts have responded positively. Thirty teachers submitted comments on the use of the system. There were many favorable comments such as the following:

- A) It really helps us know what to teach.
- B) It gives us a sequence to follow so we know what comes first, second, and third.
- C) It allows for easy record keeping.
- D) It makes the IEP very easy.

The negative comments were along these lines:

- A) We need more outcomes for the higher level student.
- B) Reviewing progress four times a year is unnecessary.
- C) Some outcomes were not precise enough.

For more information, contact Ronald Childs.

Title of Presentation: A Comparison of Personality Types and Vocational Interests of Learning Disabled and Nonlearning Disabled High School Students

Presenters - Rhoda E. Cummings, Ed.D., Assistant Professor, College of Education, University of Nevada Reno; Reno, Nevada 89557
 Cleborne D. Maddux, Ph.D., Associate Professor, Center for Excellence in Education, Northern Arizona University; Flagstaff, Arizona 86011

Many learning disabled adults do not seem as successful vocationally as non-handicapped adults. One reason for their lack of success may be that they are incongruent with their personalities and interests. While nonhandicapped individuals are considered to have a variety of occupational interests, the same may not be true for handicapped persons.

This study investigated whether learning disabled high school students have vocational interests and personalities as varied as those of nonlearning disabled high school students. John Holland's Self-Directed Search (SDS) was the instrument used to measure personality and occupational interests. There are two forms of the test - the SDS and the SDS Form Easy (SDS-E). The study also investigated whether or not the SDS-E (designed for poor readers) is more appropriate than the SDS for use with learning disabled students.

Subjects for the study were two groups of high school students in grades nine through twelve. One group was identified as learning disabled, and the other was identified as nonlearning disabled. Subjects were matched on sex, ethnicity, and socioeconomic status (SES).

A chi-square test of homogeneity was used to determine similarities or differences of occupational interests between learning disabled and non-learning disabled students. The chi-square was insignificant, indicating that the learning disabled and nonlearning disabled groups were homogeneous with respect to occupational interests and personalities.

To determine if the SDS-E might be superior to the SDS for learning disabled students, tests for the difference between correlation coefficients were made. To further investigate this question, analyses of errors were made on the SDS and the SDS-E using a test of the difference between proportions for correlated data. Results of these analyses showed superiority of the SDS-E for use with learning disabled high school students.

Results of this study provided evidence that learning disabled high school students have vocational interests and personalities as varies as those of nonlearning disabled students. Thus, if career/vocational planning is to be appropriate for learning disabled students, their diverse vocational interests and personalities should be considered.

Another finding of this study was that the SDS-E is more appropriate than the SDS for use by learning disabled students. Therefore, career/vocational counselors should consider using the SDS-E rather than the SDS in assessing vocational interests and personalities of learning disabled students.

For further information, call or write Rhoda Cummings (702) 784-4961 or Cleborne Maddux (602) 523-5854.

Title of Presentation: The Role of Special Educators in Implementing the "Vocational Assessment" Mandate.

Presenters: Pamela J. Leconte, Project Director
 Collaborative Vocational Evaluation Training
 Debra A. Neubert, Ph.D., Research Director
 Job Training and Tryout Project
 Department of Special Education
 The George Washington University
 2201 G Street, N.W., Suite 524
 Washington, DC 20052
 (202) 676-7328

The presentation provides an overview of recent legislative gains achieved by passage of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, for students who are handicapped and disadvantaged. It is important to look at the global assurances within the Perkins Act and to note that the assessment assurance is but one of many. Specifically, implications of and implementation methods concerning the vocational assessment assurance for special education teachers are discussed. The roles special educators will and can play regarding vocational assessment are dependent upon

- o what is occurring or in place already in individual state and/or local education agencies;
- o which formal and/or informal vocational assessment models are selected for implementation;
- o and, how individual state and/or local education agencies chose to interpret the Perkins mandate.

The need for and examples of practice regarding cooperative linkages and efforts between special educators, vocational educators, and vocational evaluation or assessment personnel represents a core component of any implementation. Roles are delineated by the functions of collaboration, consultation, monitoring and assessment and are related to where they occur in the pre-assessment, vocational assessment and/or vocational evaluation, and post-assessment process in public schools.

Recent research conducted by Dr. Neubert provides supportive data regarding the types of vocational assessment currently occurring in schools and cited in literature: measurement, prediction, prescription, exploration, and behavior change. Also, controversial issues surrounding current vocational assessment models, both formal and informal are reviewed and ranked in relation to their utility in public schools. Significant themes of this research are tied directly to language in the Perkins statute. These themes are noteworthy in that they illustrate how vocational assessment and evaluation services have evolved within school settings; they cite stumbling blocks which can lead to ineffective programs, gaps in service and failure in subsequent follow through for evaluatees; and they represent service components which are critical for the eventual vocational success of students with special needs.

Title of Presentation: Screening and Vocational Assessment of the Learning Disabled.

Presenter: Debbie Passerini, Project Site Manager
Goodwill Industries - Suncoast, Inc.
P.O. Box 14456
St. Petersburg, Florida 33733

Vocational Success for the Learning Disabled is the title of a federally funded program through Goodwill Industries of America, Inc. and three of its local affiliates by the United States Department of Education and Rehabilitation Services Administration. This project is aimed at identifying vocational techniques, new methods, and approaches to enhance the success of the learning disabled. Particular emphasis is placed on transition from the schools to employment within the community. Operating within the cities of Petersburg, Fl., Lancaster, PA, and Oakland, CA, each site has identified specific methods of screening; vocational evaluation; job training; and placement which will be applied to the learning disabled individuals participating within their programs. Emphasis is placed upon the development of a consortium of service organizations interested in serving the learning disabled (i.e. State Vocational Rehabilitation, ACLD, School system).

This project was a result of an initial nationwide survey. One of the results of the survey was an awareness of the need for better screening, diagnosis, and vocational evaluation and an initial review of the literature was done to determine the availability of existing testing instruments working with learning disabled adults. Of particular concern was the apparent numbers of individuals possessing specific learning disabilities that had not been identified through the regular school system. This in turn prompted interest in the identification and use of a screening instrument that could initially assist in the identification of individuals potentially having these problems that could be referred for additional testing and confirmation of diagnosis. Several screening instruments have been identified and are currently being tested as to their validity and reliability. There are close working relationships with private or public consultants usually registered psychologists who have experience in working with the learning disabled with a vocational organization.

The project utilizes two nationally known consultants and provides for a minimum of one national training session per year to further assist staff in the understanding and implementation of state of the art techniques in working with the learning disabled. One of the specific results that have come out of the project has been developed by the Goodwill Industries in St. Petersburg which is an instrument utilized as a documentation of eligibility for vocational services for adults who are learning disabled. Copies of this instrument, although still in the developmental stages, will be available at the presentation.

Although several tests and instruments have been developed to identify either parts or comprehensive diagnosis of learning disability within individuals, very little has been done successfully to use that information in the development of appropriate vocational treatment plans leading to vocational success as well as to avoid or eliminate situations in which the individual shows difficulty. Additionally, remediation in those areas that staff feel would assist an individual to enter into an occupational area for which he or she otherwise would be unsuccessful will be attempted through a variety of techniques including cognitive learning.

It is expected that similar projects can be replicated throughout the country to assist the learning disabled to become actively employed and independently functioning. For further information contact Ron Haller, Project Director, Goodwill Industries of America, Inc., 2900 Wisconsin Ave., Bethesda, MD 20814 (301) 530-6500).

Title of Presentation: Career Change Alternatives for the Newly Disabled Worker

Presenter: Julie A. Schwartz, M.S., C.R.C., C.I.R.S.
 Director
 OCCUPATIONAL SERVICES
 2823 North 48th Street Suite #3
 Phoenix, Arizona 85008 (602) 840-9084

Occupational Services is a private vocational rehabilitation and career counseling service established by Julie Schwartz in 1975. Principle clientel are adults who have received permanent, work altering disabilities who cannot return to their past occupations. Most are involved in legal claims of some type.

The assessment of client vocational and personal consequences of the sudden onset of disability is central to the rehabilitation process. For the vast majority it is soon obvious that the entire structure of family and economic life is dramatically, negatively affected. The second most common residual to back surgery (the most common medical condition seen) is divorce. The counselor's role is to assess the client skills gained from all life experiences; work, school, avocations, volunteerism, spiritual commitments and family role(s). Careful evaluation of the permanent medically imposed physical limitations is undertaken, with the goal of developing a realistic description of the condition and necessary restrictions. The continuous realities of labor market demands, labor force supply and employer prosperity and hiring practices must govern long range goals and educational plans.

The counselor concurrently gathers medical information through physician interviews and/or file studies and clarifies ranges of capability and permanent restrictions. Past education and employers' assessments of work skills and aptitudes is gathered. The assessment of transferability of skills, abilities and interests is then contrasted with the realities of the local economy and reality begins to overtake fear and conjecture. Options which permit return to one's past employer in "modified work" are explored; thus acquired skills are preserved and entirely usable. If one must set aside past work, exploration goes to residual abilities which could be enhanced through short term classroom or even on-the-job training. The unskilled individual with non-marketable abilities may face sophisticated re-education in order to achieve any financial independence from "compensation" programs.

The entire process is interpreted differently by client and spouse, physician, lawyer and the insurance companies who ultimately fund such "plans". The client and family are already under great economic pressure and may have already spent years in the cycle of disability, "compensation" and pain; their emotional and spiritual needs are acute, but most unlikely to be addressed. The focus is most often on wage earning and litigation! The insurance company demands that their long term obligation be minimized in the fastest and cheapest manner. The compensation lawyers draw a percentage of a larger "settlement" if the client remains disabled. Lawyers for insurance companies only charge hourly rates on "open" cases and active trial preparation. Physicians are paid to treat and operate! Even the counselors are rewarded by how much time goes into the "file". It is only the worker and family who loses by the delayed resumption of work. State rehabilitation agencies hesitate to get involved. OCCUPATIONAL SERVICES balances the scale in favor of the worker.

Mrs. Schwartz and staff are available for seminars, training and consulting.

Title of Presentation: Curriculum Based Vocational Assessment Planning and Implementation Procedures

Presenter: Robert A. Stodden, Ph.D.
 Chairman & Principal Investigator
 Vocational Assessment Research Project
 1776 University Avenue
 University of Hawaii
 Honolulu, Hawaii 96822

The planning and implementation process shared by the presenter is the result of more than ten years of research and development activity in Florida, Massachusetts, Hawaii, and Germany Region (DoDDS). The validated process for planning and implementing curriculum based vocational assessment activities is based upon a number of considerations:

1. Career/vocational assessment activities should be integrated within the flow of services addressing the career development, school to community transition needs of the handicapped student.
2. Vocational assessment activities should produce information that has direct implication for the individualized educational planning process (efficiently contributes to placement and programming decisions).
3. Vocational activities should sequence within a developmental, process of data collection across career/vocational learning environments (start with career awareness and exploratory activities (junior high school) progress to vocation training programs (secondary school level), and transition into community based employment sites (cooperative work experience/work/study/ on the job training).

Planning for a curriculum based vocational assessment program involves the interdisciplinary participation of all personnel/roles interfacing the career/vocational programming process for the handicapped student. The following six step planning process has proven effective as a sequence of events to plan, develop, implement, and monitor curriculum based vocational assessment activities:

1. Establish a planning team and conduct a search for relevant information.
2. Define local purposes and needs for vocational assessment activities.
3. Establish basic considerations upon which to formulate assessment activities.
4. Formulate a model for assessment activities.
5. Establish a focus to implement assessment activities.
6. Pilot test and evaluate the effectiveness of vocational assessment activities.

For further information call or write to Bob Stodden, Principal Investigator/ Project Director, Hawaii Transition Project.

PART II

TRANSITION PROJECTS

Title of Presentation: Experience Based Education--Everybody Wins!

Presenter: Shirley Aberg, Pre-Vocational Coordinator
District #207
Maine West High School
1755 South Wolf Road
Des Plaines, Illinois 60018 (312/827-6176)

Because district administrators and staff believed there had to be a better way of providing vocational training for students with "Special Needs" in Maine Township, they piloted Experience Based Education (EBE), a non-traditional, individualized vocational program. The program has been implemented at Maine West and Maine South High Schools for the past three years. The focus of EBE is to provide students "hands-on" learning in a career in the community.

Students in EBE do not have obvious handicaps; in fact, most have "hidden" handicaps; most of them are above average in intelligence but have specific learning problems or behavior problems which interfere in traditional classroom success. EBE allows them to learn in a "hands-on" situation by helping and observing in a community setting or business. Therefore, the community becomes the classroom; learning may occur in a variety of places, such as a day care center, a senior center, post office, hospital, or other service sector; manual dexterity is learned in industries such as auto mechanics, printing, silk screening, typesetting, etc. Students reap many benefits from the program; in addition to career exposure and training, they also gain insight into their vocational possibilities and experience personal success, which may be a first-time feeling for many.

The EBE Program owes its success to the willingness of the community employers to give these students a chance. What's in it for them? The opportunity to contribute to youth development and ultimate employment--a service and often a chance to get themselves some valuable student workers. The EBE Program is often a contributing reason for young people not to drop out of school because school has more meaning and offers more success to these special learners.

The EBE Program structure and outline, employer questionnaires, and news releases will be disseminated at the conference.

For further information, call or write to Shirley Aberg, Pre-Vocational Coordinator.

Title of Presentation: A Study of the "G" Competition Secondary Education and Transitional Services for Handicapped Youth.

Presenter: Melville J. Appell
U.S. Department of Education, OSERS
Mail Stop 2313-3511
400 Maryland Avenue S.W.
Washington, D.C. 20202

Many and diverse competitions are held by the various units of government in order to provide for a fair and equitable dispersion of federal funds to the many, non-profit, competing, organizations. Seldom are the results or the process studied. This was one such attempt. The particular competition under examination was selected because it appeared to be similar to many research competitions. Results and conclusion might then be considered generalizable to special research competition in special education announced by Special Education Programs, OSERS, ED.

Relevant and sustainable conclusions from this study are few but worthy of consideration for future competitions. The announcement resulted in a modest number of applications (82). The number of proposals could have probably been increased by a greater attention to differentiation of the the various competitions, i.e., research, demonstrations, and models. Because applicants were uncertain of their meanings, there was considerable overlap in competitions. The focus statements (in the announcements) need firming up with greater precision. Instead of using the phrase "transition from school to postsecondary environments" for example, from "school to entry level positions in competitive environments" might serve to delimit and to provide focus on a particular part of the transition process.

Proposal funds requested in the applications were considerably higher, on the average than the stated figure of \$95,000 used in the announcement. Of the 15 proposals recommended for funding the average first year request was \$104,350, range \$76,466 - \$177,238. In a measure this occurred because of imprecision in the language of the announcement - "approximately \$95,000 annually." Definiteness is a virtue here because panelists, as well as staff. Might consider a higher figure as unresponsive and thereby reject it or give it a lower rating.

This investigation seems to indicate that applications might best be assigned to panels on the basis of the subject matter of the competition, e.g., transition and not the sub-foci, e.g., technology in transition. In this way the assignment of proposals for review becomes more manageable and realistic. Too great a reliance on reviewer expertise impasse in the discussion or consensus to the detriment of earnest and thorough exposition in respect to an application.

The variability of panelists' ratings indicates a need for a strategy that could standardize all panelists scores. That strategy is in place and appears to be effective in the sense that all reviewers' ratings are now comparable. This problem relates not only to variability in ratings, but as this study shows, to changability as well, both of which are at least moderated by resort to standard scoring.

Title of Presentation: Leading to Productive Lives: Coordinating Vocational Education and Transitional Services for Disabled Youth and Adults.

<u>Presenters:</u> Corinne Beacham Special Needs Coordinator Coastline Regional Occupational Program 1001 Presidio Square Costa Mesa, CA 92626	Jeanette Johnson Vocational Specialist Huntington Beach Union High School District 10251 Yorktown Huntington Beach, CA 92646
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Mary Lou Oxford
Coordinator, Handicapped Services
North Orange County Regional
Occupational Program
2360 West LaPalma Avenue
Anaheim, CA 92801

This session focused on the delivery of coordinated vocational education and transitional services to disabled youth and adults in two regional occupational districts in Orange County, California. Services provided to secondary special education students through the coordinated efforts of Project Workability at the Huntington Beach Unified School District and the Coastline Regional Occupational Program were presented. The services provided to disabled adults through the North Orange County Regional Occupational Program were also described. A general description of each program is provided below:

Secondary Youth Program:

The coastline Regional Occupational Program (CROP) in conjunction with the Huntington Beach Unified School District - Project Workability provides a comprehensive transitional program for special education students. The main focus of the interagency agreement is to offer students the opportunity to acquire gainful employment in the private sector while completing their high school education.

The Project Workability initially provides students with an assessment of his/her aptitudes and interests. After completion of the assessment, in conjunction with the I.E.P., the student is placed in the appropriate vocational class with CROP. The CROP Special Needs Department along with Project Workability provides the appropriate support services for the individual student (i.e. mobility training, curriculum modification, vocational teacher inservice, etc.). Either prior to or in conjunction with the CROP class, the student attends a pre-employment skills training class. At the completion of occupational training, Project Workability and CROP work together to find paid employment for the student.

As a result of this cooperative effort, students are receiving training and experience in areas which are appropriate and commensurate with ability. Students, teachers and employers are receiving the support they need. Students are also referred to the California Department of Rehabilitation and Employment Development Department for further assistance.

Title of Presentation: Project TET: Training of Effective Transition in a Community Based Setting

Session Leader: Joyce K. Beam, Project Director
Charles County Board of Education
P.O. Box D
La Plata, MD 20646
(301) 870-3814

Project TET: Training for Effective Transition is a federally funded program designed to implement a comprehensive employment and training transition service for students existing intensive special education programs in the Charles County Public School System. The primary objectives are to facilitate client awareness and access of existing count adult services, promote continuing vocational and academic education with project support clients in developing or refining job seeking, retaining, and advancement skills in order to shorten the postsecondary adjustment period. This process will maximize the client's potential to function as a responsible and independent adult.

The program delivery system involves several strands of service including Job Placement, Job Support, Continuing Education, and Networking Services to the Charles County Multi-Service Community Center and other adult agencies. The Project was developed in a rural area county school system where a comprehensive transition program for handicapped clients did not exist.

The Project demonstrates a comprehensive delivery system of transitional services needed by the identified population. Each client's program is tailored to meet his/her unique needs and an Individual Service Delivery is used to monitor each client's progress and provide the basis for continued follow-up services. In addition, Project TET provides services coordination which allows for varying degrees of independence and self-sufficiency depending on the individual's functional abilities. The Project actively interacts with existing adult education, vocational training programs, and other service providers.

The ultimate goal of Project TET is to provide the vehicles necessary for each client to develop to his/her own maximum potential. Developing these vehicles is not only a challenge, but our responsibility as educators and advocates of the handicapped.

As a result of the project's activities over the three year period (1984-1987), the following will be provided and distributed for general use: 1) Objectives and Strategies Guide to Developing Transition Programs 2) Sourcebook on Developing Interagency Cooperation in Transition Programs 3) Sourcebook on Strategies for Developing Transition Programs in Rural Areas.

For further information please write or call Mrs. Joyce Beam, Project Director.

Title of Presentation: An Experimental Program Designed for Mildly Mentally Impaired Adolescents: Results of Field Testing

<u>Presenters:</u> E. Noel Bowling	Iva Dean Cook
Associate Professor of Reading	Associate Professor of Special Educ.
Room 821 Sullivan Hall	Room 811 Sullivan Hall
W.Va. College of Graduate Studies	W.Va. College of Graduate Studies
Institute, West Virginia 25112	Institute, West Virginia 25112
(304) 768-9711 x290	(304) 768-9711 x249

Reading to Learn is an experimental program which was originally designed for mildly mentally impaired adolescents. The concepts of the program were based on the Life Centered Career Education (Brolin, 1978) and the main focus on the program was to develop reading to learn strategies that would enable this population to acquire independent living skills' concepts. However, field testing of the program was expanded to include participation of those students with moderate mental retardation, handicaps. Funding from six separate local sources allowed the project to be expanded from 37 mildly mentally impaired subjects in two locations to 325 participants in 21 locations. The locations included four county public school systems (91% of the subjects) and three correctional facilities (9% of the subjects).

The Reading to Learn Project can be viewed as a three-phase program that extended over a three-year period. During Phase 1 the authors created three instructional units and evaluation instruments and trained teachers, through group and individual sessions, to implement the program. During Phase 2 of the project, pre-post measures were analyzed for the EMI population to (1) determine whether impaired adolescents related to independent life skills; (2) use statistical and questionnaire data to determine needed modifications in the instructional units, and (3) determine whether reading growth occurred as a by product of their participation in the three instructional units. These data were interpreted as being in support of the materials and instructional strategies comprising the units. Based on the data, the units were modified and activities were completed. During Phase 3 two additional units were written in conformity with the initial three field tested, modified units. Phase 2, analysis, is continuing with future studies being projected.

As a result of the projects development over a three-year period (1982-1985), five instructional units were produced, field tested, revised and accepted for publication, Spring 1986.

For further information regarding the program development and research findings, call or write E. Noel Bowling or Iva Dean Cook.

Title of Presentation: On Job-Site Work Experience at the Junior High School

Presenter: Laura Cohen-Hogan, Director OJSWE
FRANK BORMAN JUNIOR HIGH, CARTWRIGHT SCHOOL DISTRICT
3637 N. 55th Avenue
Phoenix, Arizona 85033
(602) 245-0110 Ext. 22

Frank Borman Junior High School has implemented a vocational education program that is unique to any junior high in the state of Arizona.

Under the direction of Laura Cohen-Hogan, the special education department developed a pre-vocational or field-based learning experience. It assists students and their parents in making appropriate career decisions. In addition, the benefits of the work experience include acquiring practical knowledge and developing good work habits and attitudes.

School-community relationships were developed through a series of steps which included creating an awareness of the ways businesses could help to solve school problems and improve school programs. Needs were identified and program goals and objectives defined. The Partnership will be continually evaluated and continued support sought from area businesses. To date, the businesses currently involved are very cooperative and enthusiastic.

Initially, students have to fill out an application form and go through personal interviews. Then students who are placed in the field have to provide proof of medical insurance coverage to insure them as they walk to and from work. In addition, parents, students, and employers sign liability waivers. Parents must also sign to release students off school grounds during the school day.

The first year of the program, 9 students spent a minimum of three weeks at each job-site before rotating to a new job experience. The Borman students worked from 1-2 hours during the school day at 8 major stores in the CARTWRIGHT COMMUNITY: Michaels, Federated Group, Crown Cards and Gifts, Tastee Freeze, Phoenix Pride Pavillion, Lady Marden's, Honey treat Yogurt, and Maryvale Mall Maintenance. At the end of the first year 4 students were offered summer positions, with pay. The one boy who was willing to accept has continued to work and go to High School. All employers felt all students in program could qualify for their entry level positions in the future. At the start of the second year all employers desired to continue in the program. As a result, we have been able to continue growing in the number of students and on job-site work experiences.

The employer at each site evaluates the student and gives the student a copy to use as a future job reference. An evaluation of the student's strengths and weaknesses is completed by the employer. This is placed in the student's permanent folder after discussion with the student. A part of this performance profile lists and evaluates job descriptions performed. This list is used in the special education life skills classes to improve job-related skills for all students in the student learning center.

Summarily, it is felt that a balanced curriculum, including both academic and vocational preparation, is needed for students in the special education department. This program complements the academic education already operating at Borman and allows teachers to meet the varied and diverse needs and interests of students through flexible classroom procedures and instructional processes.

Title of Presentation: Project Interface: Transition Models for Persons with Disabilities.

Presenters: Bruno J. D'Alonzo
Arizona State University
Tempe, AZ 85287

Steven D. Owen
Arizona State University
Tempe, AZ 85287

The intent of Project Interface is to design, implement and evaluate a model post-secondary demonstration project for disabled youth. Project Interface is designed to link disabled youth who exit secondary school and who are not yet ready for competitive employment to community based training programs and services. This linkage will occur through the establishment of a job bank and information clearinghouse.

Purpose: 1. Establish a linkage between the target population and community based training programs and services that will significantly improve their opportunities for competitive employment. 2. Establish a partnership and network with community, business, industrial and governmental cooperators who can provide employment opportunities and training services for the target population to enhance the continuation of such services beyond the program award period. 3. Provide for a wide dissemination and replication process of this model program during and after the award period.

Target Population: Project Interface is primarily directed toward a target population of disabled minority youth ages 18-22 years old, but as a secondary focus all learning disabled, multiply disabled, educable mentally retarded, physical-orthopedically disabled, emotionally disabled in this age group within the State of Arizona will have access to the project.

Areas Addressed: The specific areas addressed by Project Interface are: making the target population competitive, competent and employable; gaining cooperation of business and industry in breaking down attitudinal barriers which have, in the past, hindered employment of disabled youth; providing a job information center and clearinghouse for disabled youth; providing support services to families related to enhancing employment of disabled youth; providing job counseling and upgrading of general employability skills of disabled youth; providing extra support needed for employment of disabled minority youth; providing a handbook and community based model linking education and labor that can be used to replicate the project in Arizona and other states;

Project Model: The project Interface model consists of four major components to the attainment of the project purpose: identification, intervention, employment, and evaluation.

For further information, contact Steven D. Owen, Arizona State University.

Title of Presentation: The HCAVTS Work/School Incentive Program and Project Welcome Back.

Session Leader: Dr. Alexander DeNoble, P.L. 94-142 Project Director
HCAVTS - Special Needs Department
475 Montgomery Street
Jersey City, N.J. 07302 (201) 854-3900, ext. 250

The Work/School Incentive Program and Project "Welcome Back" have been funded through P.L. 94-142 flow through and support grants to the Hudson County Area Vocational-Technical Schools (HCAVTS) in New Jersey. The Work/School Incentive Program is intended to provide job development and on-site, paid work experiences for Special Needs students who are presently enrolled in high school. Project "Welcome Back" is intended to provide continuing education services to young handicapped adults who have graduated or dropped out of high school. The overall purpose of both programs is to assist handicapped individuals in bridging the gap from school to work by helping them develop appropriate personal/social skills. The transition to work and life in the "real world" has been facilitated by work adjustment training and ongoing support services. The projects provided secondary and post secondary handicapped students with job development and placement services, career counseling, supplemental academic instruction, child study team services, continuing vocational education scholarships and supervised health related occupations, retailing and clerical work. The after school jobs are designed to afford disadvantaged high school Special Needs students the opportunity to gain valuable experience while also providing incentives for them to stay in school. Employment eligibility is dependent upon adequate overall school performance (i.e., attendance, grades, deportment, etc.) as well as acceptable work attitude and performance. The support services offered to post secondary Special Needs students are designed to provide young handicapped adults with an alternative to traditional survival skills. The general goals of the programs are to reduce the drop out rate among high school Special Needs students, improve their basic skills, develop realistic career aspirations, foster appropriate social values and awareness, and ultimately, to enhance employability and long term possibility for success in all aspects of life.

A research study was conducted during the 1984-85 school year utilizing subjects from the full time Special Needs Program of the HCAVTS. An experimental group was selected from the Work/School Incentive Program while a control group was selected from the remainder of the student body. Both groups were selected by random sampling. The experimental and control groups were compared on dependent measures of attendance, academics, and vocational training by means of simple one-way ANOVA'S. Differences were established to be significant at the .01, .001, and .03 levels respectively. The results clearly indicated that students at the HCAVTS who received "real life" incentives while in high school had better attendance, failed fewer academic courses and achieved higher vocational grades than their counterparts in a traditional school situation.

For further information, call or write Dr. Alexander DeNoble or Ms. Patricia Gonzalez, Job Developer.

Title of Presentation: Success Education: A Vital Part of Career Education
for the Handicapped

Presenter: Dr. Larry A. Faas
Department of Special Education
Arizona State University
Tempe, AZ 85287 (602) 965-2777

Many handicapped students enter high school with an accumulation of failures and disappointments which make it difficult for them to believe that they will ever be successful. In-depth interviews with over fifty chronically unemployed learning disabled and slow learning adults have produced information which suggests our schools are much more effective in teaching students how to fail than they are in teaching them how to succeed. Conversations with non-handicapped adolescents indicate that this problem extends far beyond the walls of our special education classrooms. These observations suggest that it is time to develop and adopt a "success education philosophy" for use at every level of the nation's educational system.

Children are born to be winners. Included among the duties of every educator in every school is the responsibility for teaching all students how to be winners. This responsibility is not limited to helping just those students for whom success comes easily.

Implementation of success education in our schools should begin with placing major emphasis on helping students develop the skills, attitudes and aptitudes that have been found to be characteristic of successful people. Teaching success education principles is a vital part of every career education program for the handicapped. Included should be emphasis on helping each student learn how to:

1. Define and set goals.
2. Develop and maintain a positive mental attitude.
3. Develop good work habits and a willingness to go the extra mile.
4. Exercise self-discipline and self-control.
5. Develop and maintain good health.
6. Become a self-starter who works without needing to be pushed and continues working without procrastinating.
7. Persist in working toward goals when the going gets tough.
8. Make decisions without undue delay or vacillation.
9. Select associates who do not distract from efforts to reach goals and maintain personal values.
10. Concentrate thoughts and energies on efforts which lead to meeting goals.
11. Manage time effectively.
12. Manage their financial resources.
13. Learn and benefit from defeats and disappointments.
14. Become and remain enthusiastic about life.
15. Work cooperatively with others.
16. Secure the help of others while attempting to reach personal goals.
17. Identify and carefully consider (think through) possible solutions to challenges and problems.
18. Develop and sustain the level of commitment needed to reach goals and maintain personal values.

Title of Presentation: The Arizona State University Transition Research
Project: Preliminary Findings

Presenter: Dr. Larry A. Faas
 Department of Special Education
 College of Education
 Arizona State University
 Tempe, AZ 85287 (602) 965-2777

* **PROBLEM:** Over one-half of the learning disabled students who leave high school each year fail to make a successful transition from school to employment. They join the 50 to 80 percent of the nation's disabled adults who are jobless. The Federally funded Transition Research Project at Arizona State University is attempting to identify factors that can be used to predict which students are likely to experience transition problems following their school attendance.

POPULATION: The populations being examined in this study included (1) LD adults who have made a successful transition from school to employment, (2) LD adults who have not made a successful transition from school to employment, (3) LD adults who are successful upper division college students, (4) LD adults who are college graduates, and (5) non-handicapped adults who have made a successful transition from school to work.

PROCEDURE: Members of these groups are being compared in terms of variables such as reading recognition, reading comprehension, learning style, spelling ability, arithmetic skills, handwriting performance, self-esteem and locus of control, personality patterns, failure patterns, employment histories, success levels and WAIS-R test score patterns. An indepth interview is also being conducted with each subject.

PRELIMINARY FINDINGS: Interviews with successful LD college students indicate that many of them are people in their mid to late twenties who have flunked two to three times. They want to receive a degree so much that they are willing to devote six to eight years to their studies. They enroll for 9 to 12 semester hours of course work during a academic semester and devote two to three times as many hours to studying as do their classmates who are enrolled for full loads. Their greatest academic problems include completing lengthy reading assignments, writing papers and demonstrating what they know on examinations. Many report that the excessive amount of time required for studying combined with the need to work long hours at minimum wage to support themselves makes a social life difficult if not impossible.

Preliminary analysis of personality pattern data suggests that 51 percent of LD adults are reactors as compared to 30 percent of the general population. LD males may be three times as likely as males in the general population to be reactors. The workaholic personality pattern appears one-fourth as often as among males in the general population. The tendency for reactors to have low self-confidence, to try hard to please others, fear rejection and measure themselves by what others think of them appears to make LD males particularly subject to transition problems. Their long histories of academic failure often lead them to believe that movement from school to the work force will also end in failure.

Title of Presentation: Workstudy/On-The-Job Training As A Component of Transition

Presenter: Dr. Bernard Holler, Associate Professor
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, WI 54701 (715) 836-5511

Many other areas of employment such as medicine, education, etc. have successfully used some form of On-The-Job Training in the form of practicums and/or internships. Those OJT programs for students with exceptional education needs should be equally logically structured. They should be coordinated with students' interest, aptitude, and their previous (appropriate) curriculum. Workstudy/OTT becomes a part of the "Individual Education For Employment Plan" (IEEP) Carl Perkins Act PL 98-524. This also fits in with the "Time-Limited Services" component of the OSER Transitional Model. The OJT program should be a developmental process for both the student and the employer. Students progress through job shadowing and on-campus workstudy before off-campus OJT. Employers could be utilized as resource people before taking on the more demanding role as trainer/employer.

Often existing work training programs such as Distributive Education Clubs of America (DECA), Home Economic Related Occupation (HERO), and other cooperative work experience programs along with dropout preventive programs have already surveyed the community and they have established credibility. Potential funding sources should be identified. Acts, agencies and organizations such as National Association of Retarded Citizens (NARC), Division of Vocational Rehabilitation (DVR), Job Training Partnership Act (JTPA), Targeted Tax Credit Aid, and sub-minimum wage act, etc. are all possibilities for financial support.

For further information contact: Dr. Bernard Holler

POSSIBLE PAYMENT OPTIONS FOR OFF CAMPUS ON-THE-JOB TRAINING

Options	Student Receives In Addition to High School Credit	*Employers Pay (after reimbursement)	Reimbursement by Div. of Voc. Rehab. (DVR) or Job Training Partnership Act (JTPA) or Nat'l. Assoc. of Retarded Citizens (NARC), etc.	Reimbursement by Target Tax Credit Act (not to exceed 1/2 of employer contribution or \$3,000 per client)
1	\$3.40/hr.	\$.85/hr.	\$1.70/hr.	\$.85/hr.
2	\$3.40/hr.	\$1.70/hr.	\$1.70/hr.	0
3	\$3.40/hr.	\$1.70/hr.	0	\$1.70/hr.
4	\$3.40/hr.	\$3.40/hr.	0	0
5	\$1.70/hr.**	0	\$1.70/hr.	0
6	\$1.70/hr.**	\$.85/hr.	0	\$.85/hr.
7	\$1.70/hr.**	\$1.70/hr.	0	0

*In almost all cases, the employer pays the full amount and then is reimbursed at a later time.

**Sub-minimum Wage Training Agreement.

Title of Presentation: Transition Programming Within An Urban Community: Transition To Work and the Community for High School and Post High School Individuals.

Presenters: Dan Hulbert, Rehabilitation Services Administrator
Richard Rosenberg, Transitional Project Specialist
Bonnie Bolton, Independent Living Skills Specialist
Stella Port, Career Educator

Whittier Union High School District, Career Assessment & Placement Center
9401 South Painter Avenue, Whittier, CA 90605 (213) 698-8121

The Whittier Area Cooperative Special Education Program's Career Assessment and Placement Center (C.A.P.C.) began operation during the Fall semester of 1979. It was originally designed to provide a comprehensive network of vocational and career education services for all students with exceptional needs. The Office of Special Education and Rehabilitation Services (OSERS) awarded C.A.P.C. a Secondary Education and Transitional Services Grant for Handicapped Youth beginning January 1, 1985.

The Career Assessment and Placement Center has developed and implemented school-to-work transition (Transition Program) including vocational evaluation, work adjustment, job development and placement, vocational counseling, and independent living skills; has been serving individuals with varying disabilities; and has developed individualized programs on the basis of transition from school-to-work and from school-to-community. In addition, the services of the Transition Program are provided to adults from the community to assist in obtaining and maintaining competitive employment and to participate more independently in the community.

The thrust of this proposed workshop will be to examine the data collected, both formal and informal, which indicated curriculum and procedural adaptations that were necessary to meet the unique needs of adolescents and adults with varying disabilities. The Transition Program staff facilitate working relationships of the individual in the program to relate effectively with the appropriate resources, such as the Social Security Office, the Department of Rehabilitation, developmental services, and other community agencies.

The Career Assessment and Placement Center is a group of specialists who provide services for students with disabilities in the eight school districts comprising the Whittier Area Cooperative Special Education Program (WACSEP). The C.A.P.C.'s mission is to provide and coordinate career and vocational services to mentally, physically, and emotionally disabled individuals in order to maximize their vocational development and integration into the community. The following is a brief description of the components of the Transition Program:

Components of the Transition Program

Vocational Evaluation: Assesses the employment capabilities of persons vocationally handicapped by physical, emotional, or mental disorders through the use of psychological testing, work samples, and situational assessments in order to provide the referral source verbal and written recommendations for the vocational planning and programming.

Work Adjustment: Provides, in short-term process, direct educational, vocational, and social services to individuals who are disabled in order for them to develop and maintain the skills and behaviors necessary to achieve optimum level of vocational and social functioning.

Employment Preparation, Job Development and Placement: Provides career exploration sites, situational assessment sites, community training sites, job development and placement for individuals who are disabled and to raise awareness in the employment community, culminating with competitive employment.

Vocational Counseling: Assists individuals who are disabled by providing personal and vocational counseling for the individual and their family in the development of goals, implementation of vocational plans, and case management in coordinating and monitoring those services necessary to reach the individuals' vocational goals.

Independent Living Skills: Provides individuals who are disabled with a practical application of skills and social behavior outside of the classroom in order to maximize their independent functioning in personal and community environments.

Program Evaluation: Evaluation is an integral part of program development and improvement. The most important measure is having the individuals become competitively employed and maintain that employment. Attempts will be made to follow the participants in the Program for at least three years to determine the effectiveness of their training.

Program Dissemination: Develop a dissemination package and encourage replication of the model in other schools and/or agencies.

This workshop will include a philosophical overview, data analysis of Program participants' progress, and practical strategies for implementing a Transition Program. The workshop will also project future goals for the Transition Program and address issues, findings, and procedures relevant to parents, educators, administrators, teacher trainers, and other related service providers.

For further information call or write Dan Hulbert or Richard Rosenberg.

Title of Presentation: The Tri-Level Career Preparation Program

Presenter: Debra L. Kaplan, Project Coordinator
Experimental Education Unit, WJ-10
University of Washington
Seattle, Washington 98195
(206) 543-4011

The Tri-Level Career Preparation Program was developed by the University of Washington and the Tacoma, Washington and Federal Way Washington school districts during the 1984-1985 school year through a technical assistance project funded by the Office of the Superintendent of Public Instruction. Through funding from the same agency, this curriculum is now being implemented, evaluated and revised within these two school districts. This 18 week trifurcated program focuses on, Level I: Personal Effectiveness Training, Level II: Vocational Assessment, and Level III: Pre-Job Seeking and Retention Skills. The program has been designed for use with mildly handicapped high school freshman and sophomores, but can be easily used with older mildly handicapped students or be adapted for use with younger students and various levels of disability.

The development of this program is in response to these school districts' need for better vocational assessment and preparation of secondary level handicapped students. The curriculum was developed with the premise that mildly handicapped students have great potential to independently make decisions regarding their high school program, provided that the skills necessary for such thinking are taught and nurtured within each student. Shifting the decision making process back to the student increases his responsibility and commitment to his school program. Another outstanding benefit is that teachers have more time to use their expertise as educators rather than baby sitters, job developers or crisis counselors. The goal of the curriculum is to produce students who will, (1) view the high school as a cluster of resources for them to draw upon, (2) develop a semester program using vocational assessment information and these resources, (3) communicate effectively to a regular education teacher their special needs in the classroom, (4) negotiate these special needs, (5) independently seek employment in job areas where skills have been identified through vocational assessment, and (6) solve work related problems through effective communication and use of resources.

The benefits of this program will be longitudinal, as well as immediate. Too often we expect high school graduates of special needs programs to easily make the transition from school into the work force, when they have never actually tested their work or job seeking skills. When students have passed through a system where a teacher finds a job for them, solves work related problems, and usually takes the responsibility for a job failure, how can we expect them to suddenly assume independent responsibility as graduates? The Tri-Level Career Preparation Program provides students with action-oriented daily activities designed to help them look beyond their handicapping conditions, make decisions based on their desires and their environment, and follow through on choices based on desired outcomes.

A procedures manual for use of the Tri-Level Career Preparation Program will be available in the Summer of 1986. For further information, please call or write Debra L. Kaplan, Project Coordinator

Title of Presentation: The Division on Career Development's
Position Statement on Transition

Presenters:

Charles J. Kokaska
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The Division on Career Development completed the development of a Position Statement on Transition which included the input of the leadership and all members of the Division. This presentation provided for members of the Division, as well as those in attendance at the Conference, to express their concerns and opinions relative to the Position Statement.

The Statement included two introductory paragraphs followed by sections on: definition of terms, stages of career development, and employment and productive work.

The Division takes a broader position on transition than the one published by the United States Office of Special Education and Rehabilitative Services (OSERS). DCD feels that the human being is continually in the process of transition as a total organism as well as in such roles as consumer, citizen, family member, and worker. Further, the role of worker ought not be limited to that of a paid one.

Second, DCD views career education as an ongoing, sequential process. The foundation for transition does not rest entirely upon high school programming, but rather upon total educational programming at all levels.

Third, DCD differentiates between paid employment and productive unpaid work. Productive work is that work done by individuals in their several life roles. All handicapped students should have the opportunity for paid employment, although the severity of the handicapping condition combined with the several disincentives to employment might preclude attaining such a goal.

The final copy of the Position Statement will be published by the Division in Spring, 1986.

Title of Presentation: High technology and Employment for Handicapped People

Presenter: Charles J. Kokaska, Professor
Special Education Program
California State University, Long Beach
618 Havana Ave.
Long Beach, California 90814

The term "high technology" appears in both popular and professional literature but is often misunderstood. Most definitions of high technology use one or more of the following three factors: the utilization of scientific and technical workers, expenditures for research and development, and the nature of the product. A list of high technology industries was developed based on these factors. The list includes 48 industries and their identification with the above three factors. The rate of employment in these three groups of industries increased faster than the rate for all wage and salary employment during 1972-82. This faster growth rate is projected to continue until 1995. More importantly, several of the fastest growing occupations include jobs in such computer areas as service technician, systems analyst, programmer, and operator.

However, those occupations that will have the greatest growth in absolute terms between 1985-95 include jobs that do not fall under the heading of high technology, i.e. building custodian, cashier, secretary, and salesclerk. The fastest growing jobs on a percentage basis are contrasted with the largest growing jobs on an absolute basis.

Disabled people have participated in the training for "high tech" jobs since 1970. Projects with such firms as Disabled Programmers Inc. and International Business Machines Corporation have on-going training in such occupations as computer programmer. However, there is, as yet, no actual count of the number of disabled people who participate in high technology.

One implication from the presentation is that there are more job possibilities available due to new jobs and job turnovers projected to 1995 in occupations other than high technology.

The presentation appears as an article in The Journal for Vocational Special Needs Education, 8, 1, 1985, 25-28 & 30.

Title of Presentation: Transitional Programming: A Community Based Career Education Model.

Presenters: Beverly D. Lavender, Training Coordinator
Beth T. Weyandt, Program Coordinator
Division of Special Education/Vocational Rehabilitation
Sparks Center for Developmental and Learning Disorders/
Jefferson County Board of Education
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The Vocational Laboratory area is the largest component of the Pre-Vocational Program curriculum focusing on transition from school work. This area places emphasis on the career education curriculum and work experience opportunities.

The Career Exploration/Awareness strand enables the student to develop appropriate/realistic job goals based on prior vocational test results. The student is exposed to a variety of occupational areas within their ability range. The Job Seeking skills strand dominates the career education curriculum. The job application is focused on first. Sessions include discussion, experience, transfer techniques, and commercial workbook and audio visual materials. For the higher functioning student, activities including experiences in writing letters of application, telephoning and visiting job sources, and reading the want ads in the newspaper are covered. Personal resumes are developed for each student. Interview skills are taught primarily through role play activities in which the teacher portrays different types of interviewers. Videotape is used as a means to provide feedback criticism to the student. The Job Acquisition skills strand helps the student cope with the types of paper work involved in becoming an employee. Informational discussions include types of salary or methods of payment, identifying fringe benefits, social security, taxes, and unions.

The Job Maintenance strand prepares the student for on-the-job problems and gives them appropriate coping/problem solving strategies for use on the job. The Independent/Community Living skills strand focuses on banking, shopping, budgeting, transportation, telephone, and newspaper information.

Volunteer job sites are identified and coordinated through the Vocational Laboratory. These volunteer situations enable a client to gain work experience while involved in a work adjustment program.

The "Career Club" provides an opportunity for work on socialization skills. This club is structured through the Explorers/Boy Scouts of America and participates in all locally planned activities for Explorers. Career Club officers make up a peer review board which makes decisions on the type of consequences their peers receive for violating program regulations. The club members visit local businesses, have guest speakers present career information at meetings, and raise funds for special projects.

For further information call or write Beverly Lavender, Training Coordinator

Title of Presentation: Career Development - A Myriad of Adjustments and Approaches--Transitions From: School to Work in Industry; Social Adjustment from Childhood to Adulthood; and From Home to Independence in the Community.

Presenter: Joe M. Levy, F.A.A.M.D.
Young Adult Institute
460 West 34 Street
New York, New York 10001-2382

The mentally retarded and developmentally disabled adolescent is confronted with a unique and myriad set of challenges in relation to their career development beyond those typically faced by the non-disabled adolescent. A continuum of care approach is required which includes the vocational, psychosocial, and environmental strategies necessary for their success. Four model programs developed and implemented by the Young Adult Institute, a private, not-for-profit social agency, founded in 1957, and the recipient of numerous awards and accolades, including most recently the U.S. National Association of Rehabilitation Facilities Award for "The Best Programs in America" have been developed to meet the continuum of care concept/need.

The first model program is a unique vocational training design, developed in conjunction with the N.Y. State Department of Education and the Young Adult Institute. This innovative program incorporates on-the-job training, supervision and support. It demonstrates an effective employment training program in industry which transitions training between special education programs and adult services in industry. The next model program deals with the social adjustment of the adolescent with mental retardation. This complicated problematic stage requires a well planned strategic intervention related to socialization training in such areas as friendship development, utilization of community resources, appropriate social behavior, and sexuality training. This allows the school-age and young adult to learn the social behaviors to make the transition from special education classes to adult services, from school to work, and from childhood to adulthood. The third model encompasses the creative residential options offered by the Young Adult Institute. This communal support system is based upon the theories of normalization and the least restrictive environment. These residential programs achieve skills training for independent living, the development of a sense of ownership, a home-like environment, and a mutually supportive peer group. The program starts with supporting people in the home while in school, as well as offering various out-of-home placements. The final model is a weekly television show called "On Our Own," whose primary focus is to help parents obtain the information about services required in the transition from school to adult services. The program goal is to make services more accessible while training parents in many skills required to help their sons and daughters to successfully make the transition to adulthood and adult services. Videotapes from the 26 weekly show series focus on various career development and life adjustment issues/services. One example is a computer banking service which trains mentally retarded and developmentally disabled individuals while in school. Various therapeutic parent and client issues such as letting go, separation, issues of sexuality, and residential placement will be shown and or discussed. The television program is shown in the New York tri-state area on regular television as well as on 40 cable stations. The model not only helps parents, but also speaks to other audiences - professionals, consumers, and the community at large.

In summary, these programs offer options in career development for the adolescent in the process of transition from special education services to adult community-based services. The agency's programs have been utilized nationally and have international implications for future delivery of special education and adult services.

Title of Presentation: The Transition from School to Work for Youth with Disabilities: Leadership, Collaboration and Perseverance

Presenter: Margit Meissner, Transition Coordinator
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3022

In Montgomery County, Maryland, approximately 800 special education students graduate from high school each year. Although graduate follow-up data are scarce, staff and parents report that graduates have a hard time finding and especially keeping a job. In Maryland as a whole, 60 percent of working-age adults who report a disability are jobless.

To alleviate this situation, the Montgomery County Executive and the School Superintendent created in November 1984, a representative task force on the Transition from School to Work for Montgomery County Students with Disabilities. The group's charge was to establish a collaborative relationship among government, education, parents, private agencies, and employers and to recommend model transition services leading to competitive or supported employment.

The task force defined transition as a three-phased process involving school instruction, effective planning for the movement from school to work, and the availability of options for further education and/or meaningful work, with the necessary support services. Those few persons whose disability is so severe that work is not a realistic option, should have medical/social day programs, with opportunities for personal development.

The task force concluded that in addition to coordination and regulatory and administrative changes, the following are needed: for students, academic, career and vocational education; specialized training in work habits and skills, and on-the-job training; in the adult sector, more flexibility and adaptations in post secondary job training programs and in generic employment services; an intake mechanism for referral to services; on-going service coordination; short and long-term follow-up employment services, including supported employment; services to employers for job adaptation and restructuring and for orientation of site supervisors; and assistance to parents during the entire transition process.

Because no piecemeal effort would suffice, the task force recommended creating two systems: 1) system in the schools to prepare special education students for employment and for linking them and their parents to postsecondary services and employment; and 2) a countywide system of postsecondary transition services for which the County government should assume primary responsibility. In addition to the two systems, a mechanism should be created to assure continued progress and consistency of direction.

The task force used known principles of effective interagency collaboration to accomplish its mission, e.g. the use of a shared decision-making process; acknowledgement of each party's domain; awareness and sharing of distinct operating procedures; a clearly delineated exchange process in which all participants will benefit; and creation of a common terminology to enhance understanding. Attention to these principles builds trust and ultimately will result in a more effective service delivery system.

Title of Presentation: An Analysis of Vocational Education Environments:
Facilitating Transition into Secondary Vocational Settings

Presenters: Cynthia Okolo, Assistant Professor
College of Education, Box 4348
University of Illinois--Chicago
Chicago, IL 60680 (312) 996-8138

Patricia L. Sitlington, Associate Professor
Debra Moore, Research Associate
Smith Research Center--170
Indiana University
Bloomington, IN 47405 (812) 335-0423

The main segment of this session presented the results of a statewide survey targeting the instructional variables within secondary vocational education classrooms and laboratories. A total of 615 vocational educators within the state of Indiana were surveyed (33% of the population); 400 surveys (65%) were returned and analyzed.

Five major areas were included in the survey. The first area, demographic information, included: location and type of school; level and content of teacher's education; teaching experience; work experience; and training related to working with the handicapped. The second area, general information on program, probed: use of instructional assistants; how handicapped are placed in the program; and number of handicapped in class the current semester and over the last three years.

The third area of the survey covered use of instructional methods and materials in the classroom and lab, including: most frequently used methods and materials; use of peer teaching; and amount of independent versus group work. Evaluation of student performance was the fourth area of the survey. Questions included: frequency and type of homework; frequency and type of tests; weight of class vs. lab work in final grade; and factors contributing to success in the program. The final survey area was modifications made for handicapped learners, including: changes made in teaching and grading; persons used as consultants and frequency of consultation; and a rating of comfort in having handicapped students in class.

The second part of the session included the presentation of the results of a subcomponent of the statewide survey process. The 31 textbooks used in all 18 classes within one area vocational school were analyzed for readability level using standard readability indices. The mean and range of readability levels for textbooks within occupational clusters were presented, along with the range of readability levels across the five passages selected within each text. Intercorrelations among the readability formulas were also presented.

Title of Presentation: The Impact of Race on Teacher Recommendations for Special Education Placement: Special Consideration for Counseling the Black Male.

Presenters: Eugene Pernell, Jr., Associate Professor
338 Erickson Hall
Michigan State University
E. Lansing, MI 48824-1034
(517) 355-1835

Lonnie D. McIntyre, Associate Professor
358 Erickson Hall
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Minority overrepresentation is explained as the evaluation and placement of many more minority students in special education programs than would be projected based on their representation in the general school population. The mildly handicapped minority youngster placement is projected at 3-5 percent. In practice the research would place the percentage at 12 to 26 percent with a little less representation in the severe categories. Research findings in this area have resulted in endless debate, much mendacious rhetoric regarding the causes, but few recommendations relative to changes, personnel training, parental training, and policy-maker's responsibilities. This paper suggests that placement may be overused, that overrepresentation may be attributed to expectation and behaviors that may be racially specific. Recommendations are offered as a way of ameliorating the problem of overrepresentation.

The second part of the presentation will focus on a model for tapping available resources; this will be in the form of a "Hints and Problems" Workshop. The participants will use this problem solving technique as a means of tapping available resources to help solve the problem of overrepresentation of minorities in special education classes.

Title of Presentation: Transition: A Local Perspective

<u>Presenters:</u> Paul Retish, Professor Division of Special Education College of Education N274 Lindquist Center The University of Iowa Iowa City, IA 52242 (319) 353-5836	William E. Hitchings, Chair Spec. Ed. United Township High School 1420 18th Avenue East Moline, IL 61244 (309) 752-1679
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This presentation will present the stages of development of transitional programs in two school districts in Western Illinois. From conception, initiation, redoing, funding and transition will also be discussed. Initial results of a follow-up study will also be presented.

Results of the study will look at graduates, economic conditions, and status of graduates will be examined. This study was based upon the initiation of transition programs in two separate school districts. The districts are composed of distinctly different populations, economically and racially. This program will also be discussed in relation to the economic decline of this particular region.

Other emphasis will be on local input, cooperation of administrators, employers and teachers. Emphasis will be placed on instances where plans were altered based upon local conditions, changing of teacher or administrator assignments or political considerations.

The purpose of this presentation is to give a realistic look at the development of transitional programming.

For further information, contact either of the presenters.

Title of Presentation: PROGRESS: A Model Program for Promoting School to Work Transition.

Presenter(s): Patrick J. Schloss
The Pennsylvania State University
240-A Moore Building
University Park, PA 16802 (814) 863-2316

Delbert McEwen, Eileen Lang, and Jane Schwab
Association for Retarded Citizens of Centre County
305 South Burrowes Street
State College, PA 16801 (814) 238-1444

The Association for Retarded Citizens, Centre County, has developed a school-to-work transition program in cooperation with the State College, Bald Eagle, Penns Valley, Bellefonte public schools, and Centre Intermediate Unit #10. This program, called Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society (PROGRESS) establishes a curriculum and training link directly from school to work. It ensures that moderately and severely handicapped youths have the opportunity to graduate from school and obtain gainful employment in their home communities.

The PROGRESS model links academic and vocational experiences with competitive employment. A network of service providers implements a series of six steps to provide individualized instruction and training to meet the educational and vocational needs of participating students.

Specific goals of the PROGRESS model are: (a) establish a referral network to identify moderately and severely developmentally disabled students who may benefit from competitive work training and placement, (b) enter into cooperative training and supervision agreements with local employers, (c) utilize training and evaluation materials and methods specifically suited to the target community work placement, (d) develop a school-to-work curriculum link that ensures attention to specific work objectives in the classroom, (e) develop a fading procedure that transfers support from PROGRESS staff to employers, and (f) develop a linkage between PROGRESS students and the Office of Vocational Rehabilitation for continuation of services beyond graduation.

PROGRESS has been in operation as a funded program of the Office of Special Education and Rehabilitative Services for one year. During this time, 10 students have been placed on jobs. Of these students, 3 work independently under the sole supervision of the employer. For these youths, the average number of hours of PROGRESS involvement prior to completing fading procedures was 33.

PROGRESS offers a viable approach for ensuring the transition of handicapped students from school to work.

For further information call or write Pat Schloss or Delbert McEwen.

Title of Presentation: Transition From School To Work: Consensus Planning Based On Policy Not Just Personality.

Presentors: Frank Simpson, National Consultant on Employment
Kathleen Mary Huebner, National Consultant in Education
American Foundation for the Blind
15 West 16th Street
New York, New York 10011
(212) 620-2002 or 2073

The American Foundation for the Blind's project "National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped: Transition from School to Work" is funded in part by OSERS, RSA and is in the second of a three year process. The overall goal of the project is to develop collaborative state-wide agreements between education and rehabilitation agencies in all 50 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands which will facilitate the movement of blind and visually handicapped students from school into the world of work. A national advisory committee was established to review plans and make on-going recommendations to the project staff.

The initial training effort took the form of a four day national institute during which four existing model transition programs were presented and suggested mechanics of agreement building were shared. In addition, training was provided in the actual use of a collaborative planning model. Institute participants were provided with time to complete three worksheets. State teams consisted of a parent, consumer, educator, and rehabilitation worker. Other leadership personnel from each state participated as observers or team members based on each state team's decision. At the 1985 institute 24 states and D.C. were represented by teams. The remaining 26 states will receive similar training at the January 1986 institute.

The primary result of the three state team meetings, during which the worksheets were completed, was achieved through collaborative planning and consensus. The teams: (1) identified the transition needs of visually impaired youngsters residing in the state and developed a goal statement; (2) identified, prioritized, and developed strategies; and (3) developed an action plan, identified tasks, set time-lines, designated responsibilities, and established a monitoring process. On site evaluations completed at the institute by 90% of the state team members were overwhelmingly positive.

Throughout the year project staff has supported team efforts. Project staff reviewed all team worksheets and provided written evaluative feedback, responded to numerous queries, attended team planning meetings, conferences, and workshops, thus providing technical assistance. Project staff has periodically sent teams transition information, and developed and disseminated a manual Developing Your State Team: Why and How.

During the past year state teams have identified and focused their planning efforts on: (1) further team development to include employers and private agencies; (2) state-wide studies to document transition needs; (3) identification of existing resources and agreements; (4) program development to provide training opportunities; and (5) development of more effective state-wide communication system for sharing information.

Title of Presentation: A Community-Based Model for the Public School Exit and Transition to Employment for the Severely Handicapped: Project COMPETE

Presenters: Patricia L. Sitlington, Co-Principal Investigator
 Richard B. Dever, Co-Principal Investigator
 Joseph Easterday, Research Associate
 Smith Research Center--150
 Indiana University
 Bloomington, IN 47405 (812) 335-5849

Bettye Dunham, Rehabilitation Director
 Developmental Services, Inc., Columbus, IN 47202

Project COMPETE (Community-based Model for Public School Exit and Transition to Employment) is one of ten service demonstration projects funded by the Office of Special Education and Rehabilitative Services for investigating secondary education and transition services for severely handicapped youth. COMPETE is a cooperative effort among the Center for Innovation in Teaching the Handicapped at Indiana University and Developmental Services, Inc., and the Bartholomew Special Services Cooperative in Columbus, Indiana.

The goal of COMPETE is to develop and validate a model to assist moderately, severely, and profoundly retarded youth in making the transition from school to employment in the most competitive environment possible. The Project COMPETE model focuses specifically on establishing formalized linkages among the public school system, the rehabilitation center, and other community-based agencies to ensure a totally integrated continuum of preparation from the intermediate through the post-secondary level.

Within the COMPETE model the role of the public school will be to provide: (a) Vocational exploration; (b) Training in the work habits and attitudes needed for entering training and/or employment environments; (c) Work experience; and (d) Training in underlying clusters of vocational skills. The role of the rehabilitation center will be: (a) To provide the additional job-related interpersonal skill training and specific vocational skill training needed to attain competitive employment; (b) To provide the necessary support services once the severely handicapped individual is placed on the job; and (c) To identify and coordinate (in cooperation with vocational rehabilitation) the additional support services to be provided by other agencies such as adult education, vocational education, mental health, and Job Training Partnership Act agencies.

The following working papers are being developed by COMPETE: (a) A Taxonomy of Instructional Goals and Objectives for Developmentally Disabled Persons: Vocational Domain; (b) A Taxonomy of Instructional Goals and Objectives for Developmentally Disabled Persons: Personal Maintenance and Development; Homemaking and Community Life; Leisure; and Travel Domains; (c) Conducting a Labor Market and Economic Trend Analysis: Process and Resources; and (d) A Survey of Employers and Potential Employment Environments for the Severely Handicapped.

For information on Project COMPETE or to order copies of the working papers, contact either of the Co-Principal Investigators listed above.

Title of Presentation: Project TEAM Work: Training, Education and Abilities Model for Work

Presenter: Dr. Robert Weisgerber, Principal Research Scientist
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302 (415) 493-3350

TEAM Work is a project that brings a research approach to the design and development of training materials in support of school-to-work transition in three settings--in the schools, in intermediate agencies, and in businesses. These materials are of two types. The first type is represented by three Guidebooks (to be used by educators, agency staff, and businessmen) that deal with the difficult but critical area of social skills development among the young handicapped persons that are entering the working world. The second type is an Implementation Manual which addresses the special issues and concerns that need to be addressed during the planning and start-up of new programs.

The key principles that underly successful implementations have been drawn both from a study of the literature and by extensive interviewing in schools, agencies, and businesses in six school districts that have been pioneering the Workability model in California. The elements of social skills needs and training strategies that will be included in the Guidebooks are derived from collected critical incidents, from interviews with practitioners in the field, and from AIR's extensive prior experience in social skills curriculum development for secondary and post-secondary handicapped youth (the nationally marketed Social Solutions curriculum).

Together, the Guidebooks and implementation Manual represent a concerted effort to assist transition projects in developing continuity of support for their students and clients in the social skills area, perhaps the most critical of all areas in terms of their placement, job security and advancement.

The conference presentation will include (1) a discussion of the background of social skills training, (2) a review of some key principles that affect the smooth operation of transition programs, and (3) plans for field testing the new TEAM Work training materials. Individuals that are interested in having their organizations considered as candidates for field testing may volunteer at the time of the presentation or they may write to Dr. Weisgerber at the address shown above.

Title of Presentation: Alternative Programming for the Mildly Handicapped Adolescent

Presentors: Beth Weyandt, Program Coordinator
 Beverly Lavender, Training Coordinator
 Division of Special Education/Vocational Rehabilitation
 Sparks Center for Developmental and Learning Disorders
 P. O. Box 313, University Station
 Birmingham, AL 35294 (205) 934-5461

The Pre-Vocational Program at the Sparks Center for Developmental and Learning Disorders serves developmentally disabled young adults with a minimum age of 16 years. The purpose of the program is to teach skills necessary to obtain and maintain employment in a competitive or sheltered work situation, or successful return to a public school education program.

The program is jointly funded by the State Vocational Rehabilitation Service and the Sparks Center for Developmental and Learning Disorders. Multi-system teacher units are placed at Sparks Center by the State Department of Education with administrative and fiscal responsibility assumed by the Jefferson County and Birmingham City School Systems. The services provided by the Sparks Center staff include complete educational and vocational evaluations, academic evaluations, and work adjustment training. A variety of instructional areas are provided in the Pre-Vocational Program. These include Functional Academics, Work Adjustment Lab, Activities in Daily Living, and Vocational Lab.

The primary disability of the clients served in the Pre-Vocational Program is mental retardation; however, students may demonstrate multiple disabilities. In 1982, the Sparks Center staff was approached by local LEA's who expressed a need for a program that could deal effectively with mildly handicapped adolescents demonstrating behavior disorders. These students were not meeting with success within the special education structure of the public high school. The schools expressed a need for a structured placement that would address modification of inappropriate behavior as well as provided vocational and academic instruction. The Sparks Center staff was able to structure a component within the Pre-Vocational Program that addressed these student's needs.

This session will focus on management components, curriculum, and support services utilized in providing appropriate services to the mentally retarded/behavioral disorder adolescent.

For further information call or write Beth Weyandt or Beverly Lavender.

Title of Presentation: The Skyline Vocational Training and Transition Project: A Model for Least Restrictive Employment

Presenter: Stephen White, Project Director
Skyline Vocational Training Project
3300 3rd NE
Great Falls, MT 59404 (406) 791-2270

The Skyline Project is a cooperative effort between the Office of Public Instruction and the Great Falls School District which has incorporated the best practices of special and vocational education into a comprehensive work-study program. Since its inception in 1983, the Skyline Project's primary objective has been to increase access to employment for students across the entire spectrum of handicapping conditions. The model enabled the staff to interface with the community in a new way while retaining the instructional methods which have been applied successfully in the classroom with disabled learners. The model proved to be a cost-effective and replicable vehicle for meeting the individual employment needs for Special Needs Students by identifying 10 entry-level occupations which had a high turnover or growth rate in the local community, developing curriculum packages designed to train students to employer-determined competitive employment proficiencies, and by applying the proven instructional strategies of Direct Instruction and Precision Teaching to that curriculum. Since its inception, employment options available to students have increased, involuntary terminations decreased, the number of "hard-to-place" students employed in the private sector has increased to the highest level in 16 years, and a method for targeting students into least restrictive employment has been developed. The incorporation of employability factors such as stress, speed, and attention to detail into the Vocational Skills Training Model and the need for occupationally-specific training with specially designed "powerful" instruction will be highlighted.

The presentation will include a historical overview, a description of the Vocational Skills Training Model, a working definition of least restrictive employment, and a method for incorporating the model into existing work-study programs. Strategies used in developing entry-level training manuals will be presented, and a cost-effective supported employment model designed to provide access for developmentally disabled into high-visibility businesses with a history of low-incidence employment for the disabled will be described. Copies of the training manuals will be displayed, and an analysis of placement and termination data gathered since 1979 will be presented to summarize the results of the project. A paper will be presented which describes the Vocational Skills Training Model, strategies for effecting Least Restrictive Employment, and the High-Visibility, Low-Incidence Model for Supported Employment.

For further information, call or write Stephen White.

PART III

ELEMENTARY CAREER DEVELOPMENT

RURAL

SEVERELY HANDICAPPING CONDITIONS

PERSONAL/ SOCIAL ADJUSTMENT

Title of Presentation: Identifying differences in the social skill requirements of five entry-level jobs and between mentally retarded and nonhandicapped employees.

Presenters: Martin Agran, Research Assistant Professor
 Department of Special Education
 Utah State University
 Logan, Utah 84322-6500 (801) 750-2381

Charles L. Salzberg, Professor
 Department of Special Education
 Utah State University
 Logan, Utah 84322-6500 (801) 750-3234

The purpose of this presentation was to discuss interpersonal skills needed by mentally retarded persons for entry into competitive employment. This presentation addressed a problem that has not been adequately examined: differences in judgments about the social skills for different types of jobs. One serious impediment to more effective preparation of mentally retarded individuals for competitive employment is the lack of knowledge about what skills to teach. Thus far, the literature has focused primarily on production skills related to the performance of assembly and bench tasks. A few studies have examined social behaviors, but their focus has largely been on sheltered rather than competitive employment. This presentation discussed the findings of a recent survey investigation on the importance and frequency of 23 work-related behaviors across five entry-level occupations. Although differences were found between the jobs in the relative importance and frequency of some behaviors, a set of important core skills was found to be generally applicable across entry-level jobs (e.g., following or clarifying instructions, asking for assistance). Interestingly, it was found that social behaviors relating to productivity were rated higher by respondents than personal-social behaviors. Thus, it was suggested that social competence may be important only to the extent to which it affects productivity. Further, it was suggested that both the importance and frequency of target behaviors needs to be considered when developing employment preparation curricula.

For further information, call or write Martin Agran or Charles L. Salzberg.

Title of Presentation: Facilitation work transition: Teaching self-control procedures to persons with severe handicaps.

Presenters: Martin Agran, Research Assistant Professor
Department of Special Education
Utah State University
Logan, Utah 84322-6500 (801) 750-2381

James E. Martin, Assistant Professor
School of Education
University of Colorado
P.O. Box 7150
Colorado Springs, Colorado 80933-7150 (303) 593-3263

Recently, reports of research examining the effects of self-instructional training on the acquisition and generalization of work behavior have appeared in the work behavior literature. This research has suggested that self-instructional training may represent means by which persons who are mentally retarded can be taught skills which will allow them to be less dependent on others and to increase their independence across work settings, particularly in settings where externally imposed controls are not feasible. This presentation discussed the use of self-instructions by mentally retarded persons to enhance their acquisition and generalization of critical work behaviors. Applications from recent research projects were investigated (Agran, Salzberg, & Stowitschek, 1985; Rusch, Morgan, Martin, & Agran, in press). Agran et al. (1985) investigated the effectiveness of a self-instructional program in training two social behaviors identified as essential for employment success. Employees participating in the investigation were trained to emit task-specific verbalizations prior to their performance of target responses. Training resulted in rapid and dramatic gains for all participating employees across target behaviors and responses. Also, Rusch et al. (in press) examined the effects of self-instructional training on the work performance of two mentally retarded food service employees. The target behavior was time spent working. The results indicated increases in the acquisition and maintenance of self-directed work behavior for both participants. In all, self-instructional training represents a potentially powerful and cost-effective training technology. Last, future directions for self-instructional training were presented. These included: (a) the behaviors most amenable to modification via self-instructional training; (b) the entry-level cognitive abilities needed by mentally retarded individuals to effectively manage their work behavior via self-instructional training; and (c) the contributions of components in self-instructional training packages to produce behavior change.

For further information, call or write Martin Agran or James Martin

Title of Presentation: volunteering - A Viable Vocational Goal for
Moderate and some Severely Handicapped Graduates

Presenters: John Beckwith, Vocational Special Needs Coordinator
Mangle King, Occupational Therapist
Career/Vocational Education
1107 Fort Street
Boise, Idaho 83702

The B.E.S.T. (Better Employment Skills Training) is a vocational training program for moderately handicapped students in the Boise Public School System. It is a program that uses a curriculum that involves (1) vocational; (2) domestic; (3) community involvement; (4) recreation; and (5) involvement with "normal" populations. Developing behaviors that are acceptable in a "job" situation is the primary goal. The students participate in manufacturing skills such as sign making and woodworking in an assembly line setting. Products are sold through community businesses, and profits above the cost of materials are used to pay wages to the students. The emphasis is on safety and responsible adult behavior; knowledge and skill of tools and equipment; and relationship of job quality to pay.

At an appropriate time, usually in the last two years, the students are placed in a job training situation in the community. This training site is non-paying and may lead to pay or it may be part of a "volunteer" corp. As the training sites change, the student will work in both areas. The broad goal is for a meaningful transition to the world beyond graduation from high school.

The job development staff of the Boise Public Schools recognize that competitive employment will not be easy for these individuals to maintain. The idea of volunteering can be helpful in giving each person an opportunity to maintain a "daily routine". In most cases, the volunteering is supplemented with some sort of a paying situation, i.e. sheltered workshop a half day and volunteering a half day or competitive employment for a half day. This presentation gives case studies of five 1985 graduates and how volunteering has helped them to maintain a productive experience outside the home or the sheltered workshop.

Volunteering can be a positive experience because of: (1) the lack of competitiveness; (2) more of a "family" situation; (3) may be long lasting and more secure; (4) does not need to be full day experience; (5) openings are always available; (6) involves "normal" populations. It should be noted that volunteering must be in a bonified volunteer corp so that it does not get confused with a competitive situation.

Title of Presentation: Community Based Job Training For
Autistic Youth

Presenter: Dianne Berkell, Project Director
Department of Special Education
C.W. Post Campus, Long Island University
Greenvale, New York 11548 (516) 299-2127

The primary objective of this project is to prepare severely handicapped autistic students, through a community based vocational training program, for competitive employment positions. The project represents a cooperative effort between university and field based personnel. The primary grant recipient is the C.W. Post Center of Long Island University. The Nassau Center for the Developmentally Disabled is serving as the demonstration facility. In addition, representatives from several state and local service agencies are participating in the project in an advisory capacity.

All students involved in the training project attend the Nassau Center. Approximately 40 severely handicapped autistic students are participating in the project. The students' ages range from 16 to 21 years. While all students will receive community based vocational training, intensive on-site job skills training will be provided to students aged 18-21. Project staff consists of a project director, two field coordinators, two certified special education teachers, two student teachers, an administrative assistant, and ancillary support staff.

Products of the program will include a job reference manual, two training manuals, and a series of training films. The job reference manual will identify and catalog job training sites. The two training manuals will focus on teaching techniques to develop specific job related skills and interpersonal social skills. Training films will be available to complement the manuals.

Title of Presentation: A Secondary Vocational/Career Education Delivery System for Rural Disabled Students.

Presenters: Steve M. Blomme, Robert J. Miller and Mark R. Weaver,
Work Experience Coordinators
Grant Wood Area Education Agency
4401 Sixth Street S.W.
Cedar Rapids, IA 52404

The object of the Work Experience Program utilized by Grant Wood Area Education Agency is to develop the skills needed to locate, obtain and maintain employment in 10th, 11th and 12th grade disabled students in and around the Cedar Rapids/Iowa City areas of Iowa. Grant Wood A.E.A. is an intermediate service delivery unit serving a seven county area of east central Iowa.

There are two phases in the Work Experience Program: 1) Exploration, and 2) Work Experience. The exploration phase provides the disabled student with several opportunities to examine a variety of occupations available in the local community. The basic components of this phase are:

- 1) Initial assessment of student interests and job readiness;
- 2) Nonpaid experience;
- 3) Student insured prior to placement;
- 4) Related classroom instruction; and,
- 5) Credit toward graduation.

The Work Experience phase focuses on assisting the student in developing skills to become competitively employed. This phase provides the student with the opportunity to develop general work habits/attitudes, as well as entry level job skills.

Through this combination of classroom instruction and community experience, the program seeks to develop:

- 1) Awareness of interests and abilities;
- 2) Awareness of career opportunities and options;
- 3) A realistic picture of the skills needed for employment;
- 4) The skills needed to make realistic career choices;
- 5) The basic skills needed to find and obtain employment;
- 6) The work habits and attitudes needed to keep a job; and,
- 7) Entry level job skills.

Follow-up studies in Iowa suggest that students have significant problems maintaining and changing employment after graduation. As a result, the Work Experience Program requires that students participate in conjunction with the Work Experience Coordinator in the process of finding and obtaining employment. It is felt that each student must experience the realities of the job hunt to help prepare him/her for successful transaction from school to work.

For further information, call or write the presenters at Grant Wood Area Education Agency, Cedar Rapids, Iowa.

Title of Presentation: Industrial Arts Education and Development of Career Education for Exceptional Students.

Presenter: Edward E. Blutstein, M.S., S.D.A.
Industrial Arts/Technology Education Program Coordinator
United Cerebral Palsy of N.Y.C., Inc.
122 E. 23 Street
New York, N.Y. 10010

This workshop offered to the interested professional educator and administrator, a broad perspective of industrial arts education--career education emphasis upon the exceptional student which is becoming so prevalent in our schools today. This expanded perspective has already been interpreted by various state associations, schools and agencies in a meaningful manner which is readily adaptable to their particular needs.

The development of career awareness and exploration must begin in the elementary school, and even in pre-school programs, where the exceptional students can begin to develop realistic views of the world of work and their future roles in society. Three major aspects of career awareness and exploration must begin in the elementary school. These are: 1) awareness of self; 2) awareness of career options; and 3) matching of self and career options.

The inclusion of industrial arts made all of the programs identified within V.A.E. eligible for funding through the Vocational Education Act, and appropriate amendments. Even though V.A.E. programs are only part of the total career education thrust, they provide much of the occupational education, career guidance, and related instruction in Grades K through 12, plus the community college.

The potential for expansion of career education-technology education/industrial arts education instruction for a typical learner is vast. Very little has been done in this area of career education/industrial arts education for exceptional students. Awareness of career options for exceptional students is better understood and already a part of some school/agency programs. It is important that this project provide significant pathfinding activities which provide a unique and exciting learning experience for exceptional students.

Title of Presentation: A Model for Vocational Training for Students with Autism

Presenters: Judy Brookhiser, Research Associate
Nancy Dalrymple, Coordinator of Transitional Autism Program
Patricia Sitlington, Associate Professor of Special Education
Indiana University
Developmental Training Center
2853 East Tenth Street
Bloomington, Indiana 47405

The Developmental Training Center (DTC) is a University Affiliated Facility entrusted with the mission of conducting research and providing interdisciplinary training for the developmentally disabled. Autism has been studied at the DTC for ten years with federal and state funding. This year the DTC was named the Institute for Autism for the state of Indiana through legislation. One of the age groups that has been targeted for study is the secondary student in transition to the world of work. The model being presented was developed through two years of work with eight students who had failed in the state service delivery system. They are between the ages of 15 and 21 with moderate to severe mental retardation. They had all been diagnosed as having autism before they entered the program and had severe autistic behaviors. None had received vocational training.

A vocational model that emphasizes the self management of efficient work behaviors including communication, rate and productivity, endurance and continuous work, compliance and interpersonal behaviors has the most potential for generalization to all work environments. These work behaviors become the center of the Individual Educational Plan for each autistic student. Instructional variables such as environment, structure, materials, expectations, and reinforcement are individualized for each student. A continuum of work environments is implemented to stress practicing vocational behaviors and vocational skills through work experience with the end goal of supported work in community sites. A microcomputer generated client profile system is being developed for evaluation and decision making. This system tracks and analyzes productivity and degree of independence for each student on a variety of tasks. Formal and informal assessment instruments are administered periodically to ascertain their usefulness, adaptability, and relationship to the behaviors or skills being taught.

The Transitional Autism Program is now providing training to schools and agencies throughout the state as well as continuing research activities with this population. In November, 1985, a vocational sourcebook describing the model will be published. The data system will be refined this year and readied for dissemination.

Title of Presentation: Personal Development of the Emotionally Disturbed High School Student.

Presenter: Mary Gale Budzisz, ED Teacher
 Child and Adolescent Treatment Center
 9501 Watertown Plank Road
 Wauwatosa, Wisconsin 53226 (414) 257-7558

The Personal Development Class is presently being taught to severely disturbed high school students in a residential psychiatric hospital. It has previously been taught in a public school setting.

The class is very structured and uses Goldstein's Skillstreaming the Adolescent as a guideline for teaching prosocial skills. During one school week, two and one half days are devoted to teaching one specific skill. The other two and one half days are reserved for career/job skills. The two functions interrelate very well.

Goal setting is one of the main underlying class objectives. The building of self concept and self worth are of utmost importance to these critically disturbed youth. Correlation between behavior and the attainment of a satisfactory career is constantly stressed. Behaviors are immediately addressed so that academic functioning will be meaningful. A new social skill is introduced each week. Role play, feedback, and interaction are required. The social skill of the week is integrated into job skills that are introduced. Careers are surveyed and pre-vocational skills are taught. Students are bombarded with the fact that "what you say and how you act" have significant impact on future careers.

Generalization activities are varied. Other teachers, administrative, medical, ward, and engineering personnel are always welcome in the classroom. Guests from outside the facility are invited to share their expertise with the students. Formal gatherings are planned as testing situations for skills. A Career Day is organized to increase awareness of necessary job skills. Limited field trips are planned for the students.

The class is taught in a large (10-12) cooperative group setting. Students are encouraged to work together on projects and papers. They create, write, and direct role plays. They advance to longer dialogues and vignettes. These forms of creative expression are practiced for various settings and situations, especially job oriented experiences.

Plans are being made to increase transfer of training activities. We are in the process of incorporating a class run school store, work release time for volunteer jobs at this facility, and an extensive survey of medical jobs, including site visitation, at this facility.

For further information please write or call Mary Gale Budzisz.

Title of Presentation: Social Competence and Community Employment for Mildly Handicapped Young Adults.

Presenters: Michael Bullis

Assistant Research Professor
Teaching Research
345 North Monmouth Ave.
Monmouth, OR 97361
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Gilbert Foss

Senior Research Associate
Research and Training Center
University of Oregon
Eugene, OR 97403
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The conclusion of high school brings about a difficult time for most handicapped individuals. A major problem that confronts this group is finding employment. Current estimates suggest that the unemployment rate for handicapped people from 50% to 80%. Furthermore, research clearly shows that many handicapped adults have problems with social interaction in the employment setting. In fact, some authors have concluded that most of the work problems of this group are due to poor interpersonal skills.

Appropriate social behavior is something that must be learned. For nonhandicapped persons, social competency is generally gained through the daily social encounters to which they are exposed. Handicapped people, however, are usually faced with a limited range of social experiences and environments. In addition, they often learn more slowly than nonhandicapped persons and have difficulty generalizing training to new situations. It is, thus, of vital importance that handicapped people be provided with formal, carefully developed opportunities to learn appropriate social behavior, particularly as it relates to the employment setting.

In response to this need, a research team at the University of Oregon has engaged in an extensive research project in the area from which two major products have already resulted. The Test of Interpersonal Competency for Employment (TICE) and the Interpersonal Skills Training for Employment (ISTE) curricula are focused on skills which have been empirically identified as important for job tenure. TICE and ISTE are based on over four years of research with mildly handicapped young adults in vocational training facilities, community businesses, state rehabilitation agencies, and public schools.

The focus of both assessment and training is on developing strategies for effective interactions with supervisors and co-workers. Within the area of supervisor-worker relationships, the areas covered are (1) responding to criticism and correction, (2) following instructions, and (3) requesting assistance. In the co-worker area, topics covered are: (1) cooperative work behavior, (2) responding to teasing and provocation, and (3) resolving personal concerns.

TICE is a 61-item test designed to be orally administered in small groups. It was standardized on over 400 mildly retarded adolescents and adults in the United States and Canada. ISTE provides training methods and materials in the areas measured by TICE. It is a scripted curriculum using videotape modeling, problem solving, behavior rehearsal, and homework as instructional methods. ISTE was field tested with approximately 150 mildly and moderately retarded young adults in special education classes and rehabilitation facilities.

Title of Presentation: Part-time Full-time Work

Presenter: Cameron Covey, Vocational Special Needs Coordinator
Corvallis Public Schools
1555 S.W. 35th Street, Corvallis
or 97333-1198 for Bud Fredericks
Teaching Research
Monmouth, OR 97361

This project describes a transition program for those who are moderately and severely impaired of all etiologies. IQ's range from untestable to 50's. Etiologies include mental retardation, autism, cerebral palsey, rubella, and combinations of the above plus a number of unknown diagnoses. No child is excluded from the program. This is a school based program that places all students who are moderately and severely impaired from the time they enter junior high school through high school into supportive work situations. During the early school years, (junior high and the first two years of high school), that work is nonpaid. During the last two years of high school the work is paid so that the student upon graduation will transition into the adult community with three or four part-time paid positions.

The range of jobs which have been located for these students is wide and varied including such nontraditional placements as banks, clothing stores, bottling companies, plumbing shops, and veterinary clinics. During nonpaid years students are placed on jobs for a period of time until they master the job. Once mastery is achieved, the student is moved to a different job unless the original job can be expanded so that the student can learn additional skills.

Volunteers who have been recruited solely from the community are used to assist in the training of students. College students have not been used as volunteers in order to demonstrate that this project could be replicated in any community.

Emphasis in the project is on associated work skills. A complete checklist of the associated work skills and methods of teaching them has been prepared by the project.

Extensive data have been gathered which demonstrate the rate at which students can learn various aspects of jobs and the time it takes to acquire job mastery. In addition, a body of data has been gathered that demonstrates the success with teaching associated work skills such as appropriate dress, checking in with a time clock, using a pop machine, taking an appropriate coffee break, and also the remediation of inappropriate behaviors on the job.

Both parents and employers have widely accepted this concept of a series of part-time jobs.

A manual describing the techniques for implementing such a program has been written by the project and is available.

Title of Presentation: Working Together: A Cooperative Effort for Teaching Social/Leisure Skills to Mentally Retarded Adults

Presentors: Patricia Cox, Special Education Instructor
Beth Weyandt, Program Coordinator
Division of Special Education/Vocational Rehabilitation
Sparks Center for Developmental and Learning Disorders
P.O. Box 313, University Station
Birmingham, AL 35294 (205) 934-5461

This presentation will discuss two components of an emerging model utilized with moderately retarded adolescents and adults to teach age appropriate social behavior and leisure skills.

In the fall of 1983, a committee was formed at the request of Association for Retarded Citizens members to investigate the possibility of special studies courses being developed for handicapped adults in the Birmingham area. A course was offered through the non-credit Special Studies program at the University of Alabama in Birmingham during the Spring Quarter of 1984. The purpose of this course was to introduce participants to leisure time activities in the community which matched their interests and teach appropriate social behavior for each setting. Two special educators from the Sparks Center for Developmental and Learning Disorders taught the course. Nine retarded adults participated in the course which was taught for 6 weeks. Session topics included surveying interests, social skills training, free time activities, making purchases and planning weekly activities.

After leisure skills and appropriate social behavior were introduced in the group setting, several clients were noted to need a more individualized program. The second part of the presentation will describe a structured program aimed at teaching appropriate social and leisure skills to three adults who attend the Pre-Vocational Program at the Sparks Center. These adults demonstrated similar social behaviors that were not appropriate for their age. Attempts by staff to teach age appropriate behaviors through verbal instruction and modeling had not been effective with these clients. Parents of these clients had requested help in managing their behavior in the home situation. The objectives identified for this project were to teach clients more age appropriate social skills, to teach clients more age appropriate ways to utilize free time, and to increase clients responsibilities within their home environment. Baseline data was collected for one week during program time. Intervention consisted of instruction, role playing, modeling, and a responsibility checklist. Various reinforcements were utilized. The parents played an integral role in modifying behaviors. The Division of Psychology was available to assist parents in behavior management counseling.

For further information call or write Pat Cox or Beth Weyandt.

Title of Presentation: The Bedrock of Career Education

Presenter: Stephen Cunningham
Assistant Professor
Bluemont Hall, 346
Kansas State University
Manhattan, KS 66506
(913) 532-5549

Children do not differentiate between the words: work and play. To children, work is considered exciting, enjoyable, and fun. In fact, it has been said that "work is child's play". Sociologists and psychologists tell us that during childhood, individuals develop the values and habits they will practice throughout their adult years. This is why it is essential schools begin providing career education to elementary children. At the elementary age, learning to work can be fun and interesting.

This presentation will provide a rationale with examples of career education activities in the elementary grades. Elementary career education provides the foundation for the acceptance of future career related information in the secondary grades. Learning how to and the importance of work, developing productive work values, and sound work habits in the elementary grades can make the difference between being an adult employed or unemployed. Elementary Career Education can make the difference.

Title of Presentation: Situational Work Adjustment Training Through Industrial Arts Education

Presenter(s): Stephen G. Cunningham, Ph.D.
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Michael L. Scott, Ph.D.
Assistant Professor
The Ohio State University
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Every year thousands of exceptional students are placed in industrial arts classes by I.E.P. teams who know little, if anything, about the relative benefits that industrial arts can afford such students. The irony is that industrial arts can provide an ideal environment for the modification and teaching of appropriate work related behaviors.

Follow-up studies of the work adjustment of handicapped students have shown that personal-social and daily living skills are intricately tied to the vocational success of these individuals (e.g. Beedy, 1971; Burger, Collins, & Doherty, 1970; Kolstoe, 1961; Sali & Amir, 1971; Stephens & Peck, 1968). These studies have revealed that personality characteristics, social skills, and management of daily living affairs are critical to vocational and community adjustment. Brolin and Thomas (1972) found that secondary special education teachers felt that more attention should be given to occupational instruction and less to academic skills; that more involvement by other school personnel was necessary; and that such competencies as personal care, home management, social interaction, manual skill, home mechanics, using public transportation, and occupational skills are priority competencies for mildly retarded students to acquire.

Special education personnel can work cooperatively with industrial arts, home economics, and other practical arts teachers to plan and conduct viable prevocational education and work adjustment experiences for handicapped youths. These experiences can help youths develop appropriate work related behaviors and skills for entry level employment (Mithaug & Hagmeier, 1978) or may provide them with the necessary knowledge to make wise and meaningful choices regarding enrollment in specific vocational education training programs.

Industrial arts education activities provide a means of improving the career awareness and social/cognitive functioning of handicapped individuals. They can focus attention on academic skills and make reading, mathematics, and science more relevant to the world of work. Industrial arts activities can also focus on individual needs and help students become more aware of themselves as contributing members of society. Educational practices in an industrial arts program can include activities to enhance the development of (a) the exceptional learner's self-concept and personal worth, (b) judicious selection and use of consumer goods and services, (c) appropriate use of leisure time, (d) career development skills necessary for future employment, and (e) technological literacy.

Work adjustment may be viewed as a formalized effort carried on in the school setting to effect positive changes in work related behaviors for exceptional children. While remediation and training can occur in a special structured program, industrial arts educators can integrate work adjustment activities into ongoing existing curricula. Often, these activities provide the first opportunities for handicapped youths to participate in a work related environment using tools, materials, and processes while interacting socially with other workers (students) and supervisors (teachers).

For further information call or write Stephen G. Cunningham or Michael L. Scott.

Title of Presentation: Excellence in Education of the Deaf: An American Perspective on the System in Four Australian States

Presenter: Dr. Judy Egelston Dodd
 Manager, Career Outreach and Admissions
 1 Lomb Memorial Drive
 Rochester, NY 14623
 Tel. 716-475-6840

The purpose of my professional leave for a workshop/study tour of Australia was to offer an inservice program on career education to educators of deaf students at three or more schools visited, and to research the status of career education efforts for deaf secondary students in Australia.

I visited 18 programs and I am especially indebted to those persons who sustained my interest and the "midnight oil" effort required to persevere when mailings were lost or delayed for months at a time.

It must be recalled that the extent of my exposure to special programs in Australia was limited to four states: Victoria, South Australia, New South Wales and Tasmania. Additionally, the timeframe was brief and the objects of my study were arbitrarily selected for the convenience of my travel schedule. There were schools and programs (and people) that I could not observe because they were not available to me during my short stay.

The programs within this report were visited during the period June through July 1984. My former role as co-ordinator of the National Project on Career Education with the joint appointment for Gallaudet/NTID at RIT had involved a large number of school visits, classroom observations and demonstration classes, and teacher/administrator interviews. Thus, I was able to apply a similar investigative style and "modus operandi" in my visits to the special programs in Australia. There were 18 formal programs provided in the sense of a pre-established date, site and audience. However, as with any research of this nature, much of the most valuable information was gleaned informally from students, teachers, administrators, and especially my Aussie contacts. The impressions reported here, on the other hand, are distinctly and uniquely mine, and I assume all responsibility for errors or misrepresentation. The programs can be classified under one of four structures: Adult Deaf Society (ADS) youth programs, schools for deaf students, mainstream secondary programs and tertiary training programs. Obviously, services and individual's assigned functions overlapped considerably; for example, the ADS youth workers would typically liaise with the schools for deaf students and the welfare workers served as interpreters in the tertiary training classes.

The students made available for me were generally in classes of five to ten each with a trained special education teacher. My focus in our discussions was on their work experience disability. I observed a mixture of multihandicapped students with those who were "only" deaf. I also observed a wide variety of mental abilities. All students related positive feelings regarding their work experience, and many reported that they wanted to pursue their assigned field as a vocational choice.

Title of Presentation: Vocational Assembly Skills Using Isometric Projection
Exploded View Assembly Drawings For Mentally Handicapped Students.

Presenter: Dr. Murray K. Fisher
9401 Nashville
Morton Grove, IL 60053 (312) 965-6544

This research project was designed to investigate an alternative to task by task rote training of vocational assembly skills and the development of a marketable skill for 15 to 21 year old Trainable Mentally Handicapped students.

The problem of this study was to determine the relationship between an instructional sequence of isometric projection exploded view assembly drawings, TMH students, and the mastery of a complex assembly task using isometric projection exploded view assembly drawings as the instructional cue.

A Two Groups, Randomized Subjects, Posttest Only experimental design was utilized in this study. A screening procedure was used to determine if any of the students (n=537) possessed mastery level skills using isometric projection exploded view assembly drawings prior to the experimental treatment. The screening and the posttest criterion task required each student to assemble a roller skate truck using isometric projection exploded view assembly drawings as the only instructional cue. The experimental treatment consisted of an instructional sequence of 24 simple to complex assemblies using one-quarter inch, 20 threads per inch mechanical fasteners and isometric projection exploded view assembly drawings as the only instructional cue for the assembly process.

Statistical analysis of the data using chi square contingency tables indicated a significant relationship ($p < .01$) between 15 to 21 year old TMH students' successful completion of the assembly of a roller skate truck and the students' performance in the experimental instructional sequence.

Anyone interested in further information concerning this presentation or research project, or wishing to implement this training program in their educational or work setting is invited to contact Dr. Fisher.

Title of Presentation: Occupational Training A Community Effort - A Rural Community Base Program For Severely Handicapped Students.

Presenter: Jerome E. Kenny, Special Education Resource Specialist
29 Palms Jr. High
Morongo Unified School District
5798 Utah Trails
29 Palms, Ca. 92277
(619) 367-1654

SCHOOL SITE: Occupational Training on the school site is made possible through a cooperative effort of the staff. Children are evaluated as to their capability; Physical, Social, and Emotional. Pre-vocational goals are established and implemented through classroom activities: completion of task, verbal skills, punctuality, etc. When a student progresses to the level of being able to cope with the vocational level, he/she is started on school site job training sites; child care (in the Primary levels and Development Center), food service (kitchen helpers, food servers, dishwasher, storing/preparing food), custodial (vacuuming, mowing, mopping, wiping, moving furniture), clerical (collating, stapling, filing), car washing, and lawn care.

COMMUNITY: Through demonstration and providing the supervision/responsibility, the community can become involved in a successful program of on-the-job training for the severely handicapped. There are several sites that can be used by the handicapped. Some community agencies that could be used are: motels, hospitals, Head Start classes, day care centers, interior decoration shops, pharmacies, hardware stores, grocery stores, and gas stations.

AGENCIES: Through persistent efforts and interpretation of agency policies/inter-agency agreements; there can be developed a cooperative effort to establish training sites: Head Start (E.O.C.), Work Training Center, Association for the Retarded Citizens, Activity Centers, Work Shops, etc. Other agencies can assist in funding and placement in on-the-job training: Regional Center, Vocational Rehabilitation, CETA, and Y.E.S. Even the school occasionally can use the trained students as aides. O/T Programs should be developed on local high school campuses.

For further information call or write Jerry Kenny at 29 Palms Jr. High.

Title of Presentation: Life-Centered Career Education Activities:
Elementary and Junior High

Presenters: Lynn Sharon Miller
Special Day Class Teacher
Garden Grove U.S.D.
Garden Grove, California

Lynda Gayle Glascoe
Resource Specialist
Garden Grove U.S.D.
Garden Grove, California

The presenters displayed and demonstrated the use of teacher-made classroom materials and activities designed for elementary and junior high school special education and resource specialist programs. The activities are based on Donn Brolin's Life Centered Career Education competencies, and cover the areas of classroom organization, behavior management, career awareness, and academics.

The activities presented are included in Life Centered Career Education Activity Books 1 and 2, authored by the presenters. This publication contains two lesson plans (one elementary and one junior high) for each of the 102 subcompetencies of the Brolin model. These activities have been proven successful by the presenters and can easily be adapted to a wide range of exceptionalities and age levels. Each lesson plan is identified with the type of activity, academic components, objectives, resource persons, related activities, and follow-up/evaluation.

Life Centered Career Education Activity Books 1 and 2 will be available late Fall, 1985 through the Council for Exceptional Children.

For further information call or write:

Lynn Miller (Elementary)
3387 Roxanne Avenue
Long Beach, CA 90808
(213) 425-4257

Lynda Glascoe (Junior High)
404 California Street
Huntington Beach, CA 92648
(714) 960-6059

Title of Presentation: Project STEP: Socialization Training for Employment Preparation

Presenters: Marjorie Montague, Ph.D.
Project Director
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
(602) 523-4005

Robert Mackay, M.Ed.
Project Consultant
Tucson Unified School District
(602) 624-2877

Project STEP: Socialization Training for Employment Preparation is a federally funded research grant to Northern Arizona University by the U. S. Office of Special Education and Rehabilitative Services. The purpose of the applied research is to study the initial and long term effectiveness of a job-related social skills training program for mildly to moderately handicapped secondary students who have been identified as learning disabled, behavior disordered, or mentally handicapped. The major goal of Project STEP is to investigate the effectiveness of a social skills instructional curriculum that includes communication and personal interaction skills used on the job. In addition, systematic monitoring of job performance is utilized to determine generalization and maintenance of the learned skills. Approximately sixty (60) handicapped adolescents are participating in the project.

Specifically, the study assesses the effectiveness of a thirty hour job-related socialization training program and systematic monitoring of skill application on the adolescents' attitudes and overt social behaviors as they relate to on-the-job performance. Treatment consists of direct instruction in social skills during the students' regularly scheduled vocational skills classes. The skills, validated as essential for successful employment, include: 1) accepting criticism, 2) ordering job responsibilities, 3) asking a question, 4) accepting assistance, 5) apologizing, 6) understanding instructions, 7) asking for help, 8) convincing others, 9) offering assistance, and 10) giving instructions. Techniques associated with cognitive-behavioral instructional models such as verbal rehearsal, modeling, role playing, performance feedback, and reinforcement are utilized. Each skill is learned over three days. During the first session, direct instruction in a specific skill is provided. The second session consists of practice using typical job-related role play situations. Students are tested during the third session by videotaping performance using a novel role play situation. Behavioral checklists, developed for the study, are used to rate the students' overt social skill acquisition. Social skill and job competency rating scales are administered to students, parents, teachers, and employers over the school year to measure the changes in attitudes and socialization of the students. Following instruction, students are placed in non-subsidized community employment. Generalization of the learned skills in the work setting is systematically monitored, and group sessions to discuss the use of the skills at work are held periodically over a ten week period.

Since the research study is currently underway, results are not available. However, it is expected that the results of this outcome and generalization study will provide significant support for 1) this in-school socialization training program, 2) a systematic monitoring component for maintenance and generalization of acquired skills in the natural work setting, and 3) methods to promote long term generalization of acquired social skills. Project evaluation results should determine that socialization skills leading to productive employment opportunities can be learned, maintained, and generalized by handicapped adolescents. The incorporation of this socialization training program into existing service delivery models should impact secondary level programming for this population. The project should complement existing programs where a work-experience component is already in place and encourage a school district and community alliance in promoting a positive working relationship to enhance successful school-to-work transition. As a result of the research over 1985-86, the following will be available for general use: 1) behavioral assessment instruments that identify job-related social skills strengths and deficits of handicapped students, 2) curricular and instructional materials for replication of the training package, and 3) an inservice training manual for teaching job-related social skills and systematic monitoring procedures.

For further information, call or write Marjorie Montague, Principal Investigator.

Title of Presentation: Community-Based Supported Employment: Project Work

Presenters: Patricia Patton, Ed.D.
Judy Hegenauer, M.S.

Rita Marinoble, M.S.
Louise Reifman, B.S.

Project WORK is a federally funded demonstration project which includes instructional, training, and employment strategies, for assisting in the transition of moderately and severely handicapped youth from school settings to a variety of productive and meaningful work and community environments. Project WORK is designed to coordinate school and adult service agency efforts to secure the active involvement of students, their parents and families, school and post-school personnel, and employers and employees from local businesses in this transition process from school to work.

Twenty students enrolled in the San Diego City School District are directly participating in the project. Ten of the students are classified as having moderate handicaps (e.g., educable mental retardation) and ten of the students are classified as having severe handicaps (e.g., severe and/or profound mental retardation, autism and multiple handicaps).

The San Diego School District's IEP teams and Project WORK staff work closely with the families to develop and implement an individual vocational preparation plan for each handicapped student. This plan includes ongoing work adjustment, job training, and assessment of each student in actual community businesses and community living situations. Special education, vocational education, and vocational rehabilitation counselors assigned to the district all have identified roles in this process. The twenty identified project students are age 16 years and up.

The San Diego Community College District (SDCCD) is also directly involved in working with the families to develop and implement an individualized short and long term employment support and maintenance plan for each of the students upon their graduation from high school. The SDCCD is responsible for coordinating the service resources, programs, and classes available within their college, the Department of Rehabilitation, Habilitation, other service agencies, and the industries employing the project students.

Of special note is the involvement of the SDSU Physical Plant, under the directorship of Dave Taylor, in the Project WORK activities. The Physical Plant has provided several work sites for the Project students. These work sites include grounds maintenance, health services, clerical, and custodial services. The handicapped students received job training on these sites during Spring of 1985 and were paid employees during Summer of 1985. Thus, Project WORK is already demonstrating that handicapped students can indeed become productive workers.

A subcomponent of Project WORK is a personnel preparation effort which involves seminars at both the in-service and pre-service levels. The seminars are offered each semester. Seminar content focuses upon vocational training and job placement in integrated community-based settings for handicapped youth. Graduate students enrolled in the seminars represent teachers-in-training, currently employed teachers and agency personnel, and administrators of agencies serving handicapped individuals. The primary goal of the seminars is to instruct the graduate students in theories, strategies, and implementation techniques for preparing handicapped youth and adults for meaningful and productive work in the mainstream of society.

The co-directors of Project WORK are Dr. Ian Pumpian, Associate Professor, Department of Special Education and Dr. Patricia L. Patton, Associate Professor, Department of Special Education, San Diego State University. For further information please call or write either Dr. Pumpian or Dr. Patton.

Title of Presentation: Addressing the Pre-Vocational Needs of Brain-Injured Adolescents and Young Adults

Presenter(s): Cathy Poole, COTA
Denise Long, OTR
Ann Deaton, Ph.D.
Cumberland, A Hospital for Children and Adolescents
P.O. Box 150
New Kent, Virginia 23124

- Case 1: Jo Anne, 16, sustained brain damage as a result of a brain tumor and the subsequent surgery required to remove it. She is a friendly and neatly groomed individual who is subject to rapid mood changes and sudden sleep onset. Her distractibility, slowness, inability to estimate time, and low frustration tolerance all impact significantly on her vocational potential.
- Case 2: Mark, 18, suffered an episode of anoxia which resulted in diffuse brain injury. He is a very passive individual who required numerous repetitions to even learn someone's name. Mark is generally unaware of his appearance or his work responsibilities and is likely to wait for someone to tell him what to do rather than initiating anything himself.
- Case 3: Michelle, 20, sustained a traumatic brain injury in a motor vehicle accident. As a result, she has severe memory and social skills deficits as well as impaired motor and sensory function on one side. Michelle has a great deal of difficulty following instructions, but is motivated to improve her job skills and can function relatively well in a highly structured situation.

As suggested by these case examples, brain-injured individuals have a unique set of skills and deficits which make them difficult to place in traditional jobs and vocational training settings. Although they may function at a relatively high level intellectually, these individuals often demonstrate orientation, attentional, self-awareness, memory, motivational, and social skills deficits which interfere with their ability to do work which they are intellectually capable of performing. In addition, many of these individuals suffer from feelings of low self worth because they recognize their loss of abilities and must modify their future plans to take their deficits into account. The needs of this population may include environmental modifications, compensatory tools (e.g. maps, job cards), structured performance feedback mechanisms, cues, and emotional support. Although an employer may not know how to provide all these things, pre-vocational assessment and vocational readiness training can serve to identify specific strengths, to train good work habits, and to suggest compensatory tools and environmental changes which will maximize the independence and productivity of these individuals.

This presentation includes a description of the pre-vocational training program used with brain-injured patients at Cumberland, A Hospital for Children and Adolescents. Methods of assessing strengths and deficits are described as are individualized treatment programs which utilize strengths and improve deficits or minimize their impact. Case examples are used to illustrate some of the varied strategies which have been effective with this population, with an emphasis on some of the more unique problems such as memory deficits, low frustration tolerance, and lack of decision-making ability. The importance of the work being meaningful is stressed throughout the presentation.

Title of Presentation: Enhancing Normalized Interactions Between the Severely Handicapped and Nonhandicapped: Strategies and Research Outcomes

Presenters: Harvey Rude, Assistant Professor of Special Education
Division of Educational Studies
305 McKee Hall
University of Northern Colorado
Greeley, Colorado 80639 (303) 351-2691

Gary Sasso, Assistant Professor of Special Education
Division of Special Education
N259 Lindquist Center
The University of Iowa
Iowa City, Iowa 52242 (319) 353-4614

This session summarizes the results of investigations designed to enhance normalized interactions between severely handicapped children and their nonhandicapped peers. The first study compared the effects of systematically pairing severely handicapped students with low and high status age peers as "play pals" during recess periods. The second investigation compared the effects of peer tutoring and structured interaction activities on the instructional and cooperative free operant interactions of autistic students and their nonhandicapped peers.

Gresham (1982 & 1984) has questioned the efficacy of mainstreaming severely handicapped students, citing evidence that contact between handicapped and nonhandicapped students does not necessarily increase interaction or acceptance. Strain & Shores (1983) believe that increased attention must be paid to instructional efforts directed at social skills. Little evidence exists in the literature to determine what the effects of integrating severely handicapped children have on nonhandicapped students.

In the first study, nonhandicapped children identified through sociometric techniques and teacher identification procedures as both high status and low status individuals were selected to serve as "play pals" or "special friends" for severely handicapped children. The target handicapped group was chosen from special education classrooms serving severely/profoundly multihandicapped students in a single public school building located in northern Colorado. By employing a single-subject counterbalanced crossover design, the following findings emerged: 1) structured interactions between high status age peers and handicapped students resulted in greater interaction between the two groups; 2) structured interactions between low status age peers and handicapped students resulted in greater interaction between the two groups; and, 3) there was no difference in the interactions between handicapped and nonhandicapped students when handicapped students received low status "play pals" as compared to high status "play pals."

In the second investigation, nonhandicapped students were selected to participate in an academic and pre-academic skills tutoring program of structured interaction activities with severely/profoundly multihandicapped age peers. Again, by employing a single-subject counterbalanced crossover design, the operation of structured interaction activities of an academic or pre-academic nature resulted in greater interaction between handicapped and nonhandicapped students in extra-therapy settings.

PART IV

POST-SECONDARY

BUSINESS / INDUSTRY LINKAGES

Title of Presentation: Developing Organizational Linkages for Effective Transitioning to Post-Secondary Environments.

Presenter: Phyllis Meighen Browder
Hawaii Transition Project Coordinator
Department of Special Education, Wist 208
University of Hawaii at Manoa
1776 University Avenue
Honolulu, HI 96822 (808) 948-6914

A recent review of nine transition projects conducted by the Office of Special Education and Rehabilitative Services concluded that there is no single model of successful coordination among agencies involved in transition (U.S. DOE, OSERS, Cooperative Programs for Transition from School to Work, 1985:1.). Rather, commitment to coordination and responsiveness to the particular state/local situation are identified as the common underlying factors for success. Bearing these factors in mind, the conference presentation shares the experience of the Hawaii Transition Project (HTP) in developing strategies to bring about cooperative inter-agency linkages.

Prior to developing strategies, HTP worked with agencies to lay a common groundwork, which took into account the following variables:

- The service mandate of the particular agencies (whether education, training, employment, or support service; whether generic or specialized services to handicapped persons);
- The possible points to develop linkages (whether student/clients, monetary/physical resources, programming, or personnel);
- The appropriate organizational level for developing linkages (whether policy, management, and/or operations);
- The kinds of cooperative linkages which are possible (memo of agreement versus memo of understanding versus informal networks).

Once a common ground was established, strategies were developed which had the following features:

- Implementation took a "bottom-up", rather than a "top-down" approach by relying upon the results of several demonstration projects to mold the direction of longer lasting inter-organizational relationships;
- Face-to-face meetings were held whenever possible;
- Inter-agency in-service conferences were held for personnel at policy, management, and operations levels;
- Credit for positive steps and outcomes was shared among as many agencies as possible as often as possible.

Outcomes of inter-agency efforts, thus far, have included:

- The integration of special education students into the activities of Department of Labor Transition Centers for regular education students;
- The development of Career Planning Packets for students to coordinate training efforts between secondary and post-secondary environments;
- The development and implementation of individualized transition plans (ITPs) as the mechanism to ensure coordination of the student's programming needs;
- Formulation of the job coach role to coordinate community-based work activities with classroom instruction;
- Formulation of the family liaison role to activate and maintain inter-agency coordination, and to empower parents as prime movers in coordination efforts.

For additional information, contact Phyllis Meighen Browder, Hawaii Transition Project Coordinator.

Title of Presentation: Volunteerism in Special Education Through Industry-Education Cooperation.

Presenters: Dr. Donald M. Clark, President and Chief Executive Officer
National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, New York 14226 716/834-7047

Dr. Donald W. Drewes
President
Conserve, Inc.
142 Wind Chime Court
Raleigh, N.C. 27609 919/848-4917

The Volunteerism in Special Education Through Industry-Education Cooperation is a three year federally funded program by the U.S. Department of Education. Its purpose is to prepare private sector volunteers to become actively involved in the education of handicapped children and youth through a networking system of industry-education partnerships.

In implementing the goals of this project, it was necessary to identify and recruit industry volunteers through local industry-education cooperative organizations and develop an intensive training program and related materials that will enable private sector coordinators to plan and implement training programs for other employees on volunteer work in special education.

A training package was produced and is being utilized in training workshop sessions conducted at selected sites throughout the nation over a three year period. The key training material is a handbook which describes the principles, advantages, processes, and techniques for involving industry volunteers in special education programs and services.

The workshops are designed to increase awareness of volunteer opportunities in special education through training and preparation of industry coordinators who, in turn, will expand their recruitment, orientation and training activities to prepare their company employees for participation in programs for handicapped children and youth.

For further information write or call Don Clark, Project Director.

BEST COPY AVAILABLE

Title of Presentation: Business In Special Education

<u>Presenters:</u> Paul Dulle, Executive Director Southwest Cook County Cooperative Association for Special Education 6020 West 151st Street Oak Forest, Illinois 60452 (312) 687-0900	Carol McDonough, Ph.D. Director of Clinical Psychology Oak Forest Hospital 15900 South Cicero Avenue Oak Forest, Illinois 60452 (312) 687-7200
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40% of the handicapped in this country are employed; 7.8 million handicapped adults earn no income; 4.1 million earn less than \$3,000 annually. These staggering statistics reported by the Social Security Administration in 1983 are further exacerbated by the fact that over one million jobs per year are being replaced by robotics and automation. Clearly, traditional special education programs have failed to prepare handicapped persons for the world of work. Existing high school programs for these students provide no practical experiences translatable to meaningful employment. There is no viable substitute for real life work experience.

This presentation demonstrates

- the need for business and industry to actively share in the design and implementation of training programs for the special needs population;
- strategies for identifying, persuading and cooperating with business and industry in the exploration of and formalization of employment training options for the special needs population;
- a process for convincing school districts to participate in non-traditional educational program alternatives for actually educating special needs students in the work world itself;
- the Transitional Employment Program, a unique model successfully implemented in Chicago's southwest suburbs;
- the impact of the program for the special needs population and offer future directions for transitional employment programming.

Additional information is available upon request from the presenters.

Title of Presentation: Business and Industry Liaison Project: Vocational Special Needs/Secondary Special Education Leadership Training Program.

Presenter: Sharon Field
Area of Special Education - DQ 12
110 Miller Hall
University of Washington
Seattle, WA 98195 (206) 545-1807

The purpose of the business and industry liaison project at the University of Washington is to facilitate successful employment experiences for persons who are disabled by helping employers and students learn how to create receptive work environments for persons with disabilities. The project provides training and development activities for employers as well as internship experiences for students with in business and industry.

Training and Development Activities: Training and development activities for businesses focus on employer concerns related to the employment of persons with disabilities. Awareness workshops are available on an "in-house" basis for business as well as to organizations such as the Chamber of Commerce, Rotary, etc. The awareness workshops emphasize removing attitudinal barriers, providing reasonable accommodation, and familiarizing employers with available resources. Each workshop is tailored to meet the needs of the requesting business or organization. Workshops are presented in cooperation with the Washington State Department of Employment Security and the Resource Center for the Handicapped. This cooperative effort allows for the maximization of resources and has also helped to address the common complaint from the business community that "social service" agencies are too fragmented and isolated in their efforts. More in-depth workshops in the areas of Selection and Interviewing, Job Analysis, Communication and Training, Reasonable Accommodation, and Performance Evaluation are planned. The workshops have provided an excellent intership site for students as well as providing a service to the business community. A brochure providing further information on the wrokshops is attached.

Internship Experiences: Internship experiences which help to acquaint students with the needs and demands of business and industry have taken place both through the employer workshops and within private sector businesses. Students involved in the project's training and development activities have participated in the preparation, marketing and presentation of the awareness workshops. Students completing interships with in local businesses have worked primarily within the area of himan resources development. They have developed systems for conducting job analyses as well as providing individualized training for workers with disabilities on the job site.

Related Activities: Other activities within the Secondary Special Education/ Vocational Special Needs Leadership Training Program related to cooperative efforts with business and industry include coursework and independent study. EdSpe 520, "Integrating Handicapped Individuals Into Business and Industry," is taught by the handicapped employment specialist from a major business in the Seattle area. Students have also been involved in independent study where they have conducted literature searches and studied effective cooperative practices between education and business and industry.

The business and industry efforts have been of mutual benefit to business and to the program. These efforts have provided services to businesses as well as providing relevant and realistic learning experiences for students. For more information on the project, contact Sharon Field at (206) 545-1807.

Title of Presentation: Provisions for Information to Employers (P.I.E.)

Presenter: Larry A. Galli
Everett High School
2416 Colby Ave.
Everett, WA 98201

What is the Purpose of P.I.E.? Provisions for Information to Employers is designed to educate employers and their personnel about the abilities of persons with disabilities to perform in the work force. The hiring and entry into the work force of persons with disabilities is often delayed due to feelings of discomfort on the part of employers and their fellow workers. The in-service training program provided by the P.I.E. Project prepares supervisors and managers for the entry of employees with disabilities by helping them feel more confident in their ability to supervise and work effectively with these workers. An increase in on-the-job training and employment opportunities for Everett School District #2 students with special needs would be the expected long term result.

What is P.I.E.? A training program designed to help industry supervisors, social service, and education personnel develop more effective ways of working with people with disabilities.

What's different about P.I.E.? It concentrates on attitude and skill development rather than on legal responsibilities of employers.

Why did a School District develop P.I.E.? In contacts with local businesses, employers expressed concerns about their supervisors' abilities to work with persons with disabilities.

Why was a School District talking to Employers? In working with increasing numbers of students with disabilities, the district is charged with helping them become productive members of society. A job is a key factor in meeting this obligation.

How long does P.I.E. last? P.I.E. content is presented in eight 1-hour training modules; any one or combination of them may be given.

How is the format determined? Through consultation with employers, in accordance with needs and requests.

What kinds of topics are covered? General information about people with disabilities, communications and training, job analysis and modification, and special techniques/considerations in working with people with certain disabilities.

What approach is used? The program is geared for adults, hence group discussion and audio-visual presentations are utilized heavily.

Does the P.I.E. program work? Results thus far indicate that there is less than one chance in a hundred that the positive attitude development demonstrated by participants could be due to anything but the training. This was measured by an independent evaluator using the Attitudes Toward Disabled Persons (A.T.D.P.) scale.

Title of Presentation: Successful Transition to Business and Industry
through Rehabilitation Technology

<u>Presenters:</u> Dr. David Kingsbury	Dr. Michelle D. Sarkees
Associate Professor	Associate Professor
Bridgeman Hall 222	603 Aderhold Hall
Bemidji State University	The University of Georgia
Bemidji, MN 56601	Athens, GA 30602

Rehabilitation technology is a dynamic, rapidly expanding field of specialty with the unique goal of directing advances in technology toward enhancing the lives of disabled persons. Rehabilitation technology will assist educators and trainers in identifying and remediating functional and technical problems that face disabled consumers in their attempt to develop vocational and independent living skills.

Exciting new inventions and breakthroughs, announced almost daily, are affecting dramatic changes in the lives of disabled individuals. As a result of advances in biomedical engineering, electronics miniaturization, and new materials the handicapped are now enjoying exciting new mobility and functional aids, the ability to interact more fully with their immediate environment and the ability to communicate with others more effectively.

There are more implications of rehabilitation technology that lend excitement and optimism for the future. For example, technology change will reduce the demand for manual dexterity and physical strength in many jobs. Technology will increase the possibility of independent skills and techniques for the disabled. The concept of the "electronic cottage," vividly described by many futurists, will allow many disabled individuals to work in the home using a computer terminal. In addition, the future emphasis on entrepreneurship will encourage this population to use their creativity and determination to operate their own business ventures.

Future changes in the composition of the labor force will be striking. Minority groups, including the disabled, are expected to account for a larger share of the total labor force in 1995 than they do today—from 1 in 6 new entrants during the 1970's to one in four new entrants in the labor market between 1982-1995.

On the sobering side are recent statistics that decrie the need for the vocational preparation of disabled individuals. The 1983 Bureau of Census data indicate that 50-83% of disabled adults were unemployed. Disabled persons are two to six times as likely to be unemployed as non-disabled persons. Of the disabled population polled in 1979, 85% earned less than \$7,000 per year. Today, fully half of the adult disabled population of working age is jobless. Turning these people from tax-users to tax-payers will contribute markedly to lessening of both inflation and recession.

The next two decades will provide the greatest labor market challenge and opportunity that our nation has seen. We will see tremendous changes in manufacturing techniques, increased application of high technology, and the wide-spread effect of the change from an industrial economy to a service and information-based economy. In a time of transition, educators and trainers will see that demand for trained and retrained workers increase greatly to meet the demands of new industries and commerce. The application of Rehabilitation Technology in the training and transition process can greatly heighten the chances of success for the disabled.

Title of Presentation: Networking and Post-Secondary Opportunities for Deaf and Hard-of-Hearing Students in Canada

Presenters:

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In Spring, 1985, three university-based centres of specialization were established with the objective of improving post-secondary education opportunities for hearing impaired students in Canada. The centres, based at the University of Alberta, Edmonton, University of Western Ontario, London, and St. Mary's University, Halifax are intended to provide a national network of resource facilities to serve the hearing impaired community. Start-up financing for the centres was provided by the Government of Canada.

The Western Canadian Centre of Specialization in Deafness is being developed in association with the Chair of Deafness Studies. The Centre develops and tests model post-secondary programs, provides greater access to programs for the hearing impaired through a consortium of local institutions, coordinates support services and provides a "home base" for hearing impaired students. Special attention focusses on educational psychology, mental health, social development and attitude psychology. The Centre is intended to serve all of Western Canada.

The University of Western Ontario is establishing a Chair in Communicative Exceptionality and a Centre for on-campus support for hearing impaired students. While the initial emphasis is on hearing impairment, over time it is hoped to develop a university-wide centre for teaching, research and development in other handicapping areas. Activities at the Centre will focus on distance learning and technological assistance systems such as micro and mini computers used in special education.

The Atlantic Centre of Support for Disabled Students, is focussing initially on the needs of hearing impaired students. This centre identifies access impediments and develops and tests methods of support and service delivery. Workshops and seminars are held for faculty. Public lectures create awareness in the community. Visual language interpreter training programs provide qualified personnel in the service area.

In time the work of these centres should improve career choices for hearing impaired Canadians and others with special needs. In addition to providing a national resource, it is hoped that this network of centres will evolve into a international resource, providing opportunities for exchange visits of faculty, professionals, community leaders and youth groups.

For further information contact aboved-named people.

Title of Presentation: Partners in Transition: Conejo Valley Unified School District and the Invisible World

<u>Presenter(s)</u> Ellen L. Mayron, Coordinator of Vocational Education for Special Education Conejo Valley Unified School District 1400 E. Janss Road Thousand Oaks, CA 91362	Daniel W. Arterburn, Vocational Placement Specialist Conejo Valley Unified School District 1400 E. Janss Road Thousand Oaks, CA 91362
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Current research and practice indicate that a community-based transition program facilitates the movement of handicapped students from school to the work place. We also understand the need for young adults to examine their strengths and a number of options for themselves in their quest for gainful employment. With that in mind, we have developed and implemented a community-based project which provides high school seniors with a type of career exploration not possible in a conventional classroom setting.

This six-week summer project was sponsored jointly by the Department of Special Services and the Adult School of Conejo Valley Unified School District. Mildly handicapped students worked four hours per day and participated daily in one hour of related classroom instruction. They were paid minimum wage through a grant made to the school district by the corporate participant and received work experience credit.

The project was held at the Western Home Office of Prudential Insurance Company in Woodland Hills, California. Views of the corporate world, never seen by our students, became real to them on a daily basis. Job coaches provided by the company assigned and interpreted tasks to the trainees. The coaches were, in turn, trained by the school district instructor in techniques of communication and supervision. Students were matched to departments and positions according to strengths and interests. The daily classroom sessions dealt with work adjustment behaviors in the atmosphere in which they occurred--behaviors which could be generalized to all occupational areas. The class experience also provided a built-in support system and network for the students at the work site. A modular occupational exploration program is available to seniors during the school year.

For further information call or write the presenter.

Title of Presentation: V-TECS: Business and Industry Linkages in Action

Presenters: Dr. Ron McCage, Director Vocational Technical Education Consortium of States 795 Peachtree Ave., N.E. Atlanta, GA 30365	Dr. Michelle D. Sarkees Associate Professor Vocational Special Needs 603 Aderhold Hall The University of Georgia Athens, GA 30602
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In light of constantly changing technologies there is a great need for educators to be able to more quickly and more thoroughly meet the ever changing requirements of business and industry. The Vocational-Technical Education Consortium of States (V-TECS) is a nonprofit organization chartered in 1973. The primary activity of V-TECS since its formation has been to define and analyze occupations to prepare competency-based curriculum materials. Individuals who educate and train disabled populations in all settings-public and private, post secondary and secondary, education and industry-can effectively use these materials to provide current, valid vocational information upon which to base decisions, plan programs, develop curricula and evaluate instructional systems for these individuals. The components of the V-TECS system are as follows:

- A. Catalogs - The V-TECS materials are worker-validated catalogs of performance guides. For each catalog, the project team first conducts a state-of-the-art study to identify any existing task analysis for the job field, as well as any related curriculum of subject matter materials. If an analysis is needed, the team drafts an initial tasks, tool, equipment and machinery list based on literature searches and extensive interviews with workers on the job. This information is validated in industry by committees of workers. Completed catalogs are field tested by other workers and vocational instructors prior to dissemination. There are currently more than 130 V-TECS catalogs which provide an indepth analysis of some 250 job titles as defined by the Dictionary of Occupational Titles (DOT). These catalogs include over 12,000 tasks representing the combined direct input of nearly 15,000 incumbent workers.
- B. Guides - Based on a specific V-TECS catalog, a V-TECS guide includes units of instruction that identify support knowledges needed for task performance, learning activities, performance evaluation procedures and student information sheets. These guides are also developed by instructors and workers in the occupation.
- C. Occupational Data Analysis System (ODAS) - The ODAS is a computer system, utilizing V-TECS information, which provides the following information: a) 130 task lists classified by job titles, b) tool and equipment list for each task list, c) reasoning, math and language levels for each job title, d) specific vocational preparation time, physical demands, and environmental conditions for each job title, and e) aptitudes, temperament, materials, products and interests for each job title.
- D. Computerized Criterion Referenced Student Assessment Test Item Bank - Test items will be developed for each title included in the V-TECS system. The items will be in cognitive, affective and psychomotor areas using Bloom's taxonomy as a guide.

Title of Presentation: Job Training and Tryout: A Post-Secondary Transition Model Demonstration and Research Project

Presenters: Debra A. Neubert, Ph.D., Project Director-Research
George P. Tilson, Project Director-Demonstration
(The George Washington University)
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(301)468-0913

Job Training and Tryout is primarily supported by two grants from the Office of Special Education and Rehabilitative Services and is sponsored by the The George Washington University Department of Special Education. The first is a three year model demonstration grant that enables JT&T staff to provide employability skills, employment assistance and follow-up services to mildly handicapped individuals, 18-22 years old; develop and disseminate a manual detailing the major program components and processes; and establish and provide a systematic technical assistance approach to complement program activities and encourage replication efforts. The second is a five year research grant which is designed to determine the longitudinal effects of a time-limited transition program on mildly handicapped individuals' employability skills, job placement and subsequent work adjustment. A number of instruments will be used for pre/post testing a variety of employment success factors and qualitative data will be collected through interviews with parents, participants, employers, in addition to direct observation of the participants during their enrollment in JT&T and on the job.

The Job Training and Tryout program consists of three components including an Employability Skills Classroom (10 weeks), two Job Tryouts or internships in the local employment community (each six weeks), Supported Job Search/Placement/ Follow-up. Participants eligible for services include: individuals 18-22 years olds who have been identified as mentally retarded or learning disabled; have previously scored between 55 and 90 on a standardized IQ instrument; and have expressed a desire for competitive employment.

JT&T enjoys the community support of and collaboration with a number of organizations including the local association for retarded citizens, vocational rehabilitation, the local county government, and the public school's adult education division.

As a result of the project's activities over a three year period (1984-1987), the following will be produced and disseminated: a procedural manual for project replication and a curriculum guide for employability skills training including a pre/post assessment instrument. The five research grant (1984-1989) will be documented and summarized in a final report.

For further information call or write Debra Neubert or George Tilson, Project Directors.

Title of Presentation: The Targeted Jobs Tax Credit and the Handicapped:
Current Issues and Empirical Research.

Presenter: Justin O'Brien, Ph.D.
Assistant Professor/OSERS Program Assistance Grant Coordinator
Department of Special Education
Indiana State University
Terre Haute, IN 47809 (812) 237-2820

In March, 1985, the Subcommittee on Select Revenue Measures, Committee on Ways and Means, U.S. House of Representatives, held hearings to review the Targeted Jobs Tax Credit and to consider H.R. 983, which would extend and increase the credit. This month, the Senate Finance Committee will hold hearings on S1250, a similar bill.

The author, an assistant professor of Special Education at Indiana State University and a formerly-disabled Vietnam Veteran, was invited to present testimony based upon the findings of his 1984 U.C. Berkeley Ph.D. dissertation. The study, "An Analysis of the Excess Costs in the Employment and Training of Handicapped Individuals in the Targeted Jobs Tax Credit Program: Implications for Educational Policy for the Handicapped", was endorsed by both the California State Department of Education and the California Employment Development Department.

This study was extremely well-grounded. The analytical model was adapted from the doctoral research of J.B. Ratner, of Yale University. The advisor in that instance was Nobel Prize winner James Tobin. The research consisted of fifteen case studies of handicapped TJTC participants randomly selected from the files of the California Employment Development Department.

The study represents basic research in terms of the Targeted Jobs Tax Credit in general and the handicapped in particular. While it was conducted with an eye toward policy relevance and formulation, its major emphasis was on the refinement of existing categories of analysis for the purpose of measuring costs.

The case studies revealed enormous variations in the costs incurred by employers. Values of the TJTC exceeded the excess costs of employing the disabled workers in nine cases, but not in the remaining six.

The findings of the inquiry were highly relevant to the TJTC committee hearings as they provided clear evidence in support of both the extension of the TJTC and an increase in the benefits it affords employers of handicapped individuals, particularly those with more severe disabilities.

The audience will be presented with a brief overview of tax credit and wage subsidy programs in various countries, as well as the United States. The legislative background and the economic theory of the Targeted Jobs Tax Credit program will be reviewed in greater detail. The audience also will be given a synopsis of the testimonies of economists, educators, private sector employers and handicapped advocates presented before the Subcommittee on Select Revenue Measures. The presenter's U.C. Berkeley doctoral research on handicapped participation in the TJTC, presented by invitation to the committee, will be described and discussed. The presenter will discuss methods of utilizing the analytical model developed for this research to guide future inquiry. Methods of utilizing the financial leverage of the tax credit to facilitate workplace intervention and long-term follow-up of handicapped students within a transitional employment program utilizing the TJTC as a placement tool will be discussed.

Title of Presentation: Project STEP: An Optional Method for Assisting Exceptional Students in Completing Their Vocational/Career Objectives at a Post-Secondary Level.

<u>Presenters:</u> Keith H. Quirk, Ed.D. Special Education Consultant GRAEA #16 1200 University Burlington, IA 52601 (319) 753-6561	Dennis Morgan STEP Coordinator SE Community College 1015 South Gear West Burlington, IA 52655 (319) 752-2731
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Project STEP, or Secondary Transitional Education Program, is a joint effort of the Great River Area Education Agency #16 and Southeastern Community College in West Burlington, Iowa. Thirteen local educational districts with high schools ranging from 60-1900 students are participants within the service region.

STEP is an optional method for exceptional students with mild to moderate academic disabilities to complete vocational/career objectives as stated in their individual educational plans at a community college level. STEP components consist of vocational training, tutorial and/or lab assistance, and independent living skill instruction which takes place on a Southeastern Community College campus. Related components include counseling, assessment, and job placement upon graduation. Students are selected for the program who are between the ages of 17 and 21 and who have met all local district requirements for graduation. These students still have unmet vocational IEP goals and agree to delay their high school graduation until they have completed their STEP career/vocational training. Upon completion of STEP, students will receive a high school diploma, a STEP certificate of achievement, and if degree/diploma requirements have been met, a Southeastern Community College diploma.

Students are selected for STEP through consultation with Great River AEA #16 work experience instructors and special education consultants, and LEA special education teachers, secondary counselors and building administrators. Once a student has been identified as a potential candidate for the program, a referral is initiated and submitted to the STEP coordinator. A campus tour is then arranged where the prospective student is introduced to college faculty in their chosen area of interest. A multi-disciplinary staffing is then scheduled and a placement decision is finalized.

STEP has the approval and support from the State of Iowa Department of Public Instruction. STEP represents the type of innovative programming which can occur for exceptional students when local school districts, intermediate special education support agencies and area community colleges work cooperatively for the betterment of the disabled students within their local service region. Future programs and services for STEP students are currently being investigated.

Title of Presentation: Helping Handicapped Students Become a Part of the Job Training Partnership Act

Presenters: Lloyd Tindall

John Gugerty
Barbara Dougherty
Vocational Studies Center
University of Wisconsin-Madison
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Madison, WI 53706 (608) 263-3415

This six hour workshop, one of six which are the dissemination phase of a three year project funded by the U.S. Office of Special Education and Rehabilitative Services, covered the following topics:

- How the Job Training Partnership Act Works
- What JTPA Means to Handicapped Youth
- How to Work with Private Industry Councils Effectively
- How to Develop Cooperative Interagency Agreements
- Understanding What PICs Mean by "Competency" and Reviewing
PIC Approved Competencies (basic skills, pre-employment,
work maturity, and job specific)
- Understanding and Review of Performance Based Proposals
Written in Response to PIC RFPs
- Review of Examples of JTPA Funded Programs Which Have
Served Handicapped Youth Effectively
- The Implications of JTPA for Preservice Teacher Education
Programs
- Review of Funded Proposals
- Presentations by Local Program Providers and Other
JTPA Program Personnel.

A 700 page handbook which elaborates on the above topics can be obtained from the Publications Unit of the Vocational Studies Center (see address above) for \$36 plus 10% shipping and handling.

BEST COPY AVAILABLE

Title of Presentation: Business/Industry Internship for School Counselors, Special Educators and Vocational Educators

Presenter: Michael J. Williams, Professor and Chairman
Dept. of Industrial Arts, Voc. and Technology Ed.
Central Connecticut State University
New Britain, CT 06050 (203) 827-7379

The business/industry internship for school counselors, special educators and vocational educators is a component of a project, funded by the United States Department of Education, Office of Special Education and Rehabilitation Services. The purpose of the project is to provide preservice training to school counselors, special educators and vocational educators that will enable individuals from these areas to work cooperatively in the vocational assessment, preparation and job placement of students with special needs.

To date, this project has impacted on Central Connecticut State University in the following ways: 1) the addition of the requirement that all industrial arts majors take a course focusing on the student with special needs in the industrial arts laboratory; 2) the counselor preparation masters degree and sixth year programs have been revised to include special education and occupational/special education courses; 3) the special education graduate degree program has been redesigned to include an occupational/special education option. This option consists of five courses, taught by individuals in the School of Technology and comprises the grade 7-12+ component of the special education program.

In an attempt to provide a better school-to-work transition for students with special needs, a business/industry internship was developed and implemented on a pilot basis. The purpose of this internship was to provide school counselors with experiences in local businesses and industries that would enable them to update their information about the world of work in order to provide more up-to-date and realistic career counseling and to make contacts that would assist them in facilitating a student's transition from school to work. Selected counselors interned at sites employing individuals with disabilities. This was done in order to improve their ability to provide vocational counseling, recommend appropriate vocational programming, and increase the job placement and retention rate of individuals with disabilities.

The internship, which also included an academic component - classes conducted prior to and during the internship, and an in-school project has provided interns with information on opportunities available in industry, modifications that have been made for those who are disabled, and job seeking and retention skills which should be emphasized in both counseling and vocational programs. As a result of their participation in the internship, some counselors have become involved with vocational programs and cooperative work experience programs involving students with special needs. Others have begun working with special educators and others are recommending modifications in existing vocational programs which will enhance the employment prospects of students with disabilities. During its second year, this internship will be expanded to include special educators and vocational educators.

P A R T V

P E R S O N N E L P R E P A R A T I O N

Title of Presentation: Three Is Not A Crowd: An Interuniversity, Competency-Based Vocational Special Needs Master's Program

Presenter: Susan B. Asselin, Project Director
141 Lane Hall
Virginia Tech
Blacksburg, VA 24061 (703) 961-5812

The Vocational Special Needs Master's Program is an interuniversity, field-based graduate degree program for vocational special needs teachers. Development and implementation of this new, comprehensive program is funded through a grant awarded in 1983 by the U.S. Office of Special Education to Virginia Tech, the degree-granting institution. The competency-based design assures that the course of study and course content prepare vocational/special educators to instruct, coordinate, and initiate programs for the handicapped in vocational education.

Critical issues addressed by this program were accessibility to preservice programs, the incorporation of complementary strengths of three cooperating universities--Virginia Tech, Virginia Commonwealth University, and Virginia State University, and the capacity of the program to enhance competencies included in the expanding role of vocational special needs teachers. To meet the needs of prospective students, the program was offered off-campus where the largest number of interested teachers was located. The current and potential benefits of increased enrollments and the availability of a model program enhanced interuniversity cooperation. Roles and related competencies were specified and translated into course content and program structure to assure development of a program relevant to current and emerging roles of vocational special needs teachers. For example, competencies of vocational educators who instruct mainstreamed handicapped students were identified by a literature review and subsequently validated by a random sample of Virginia vocational teachers who have taught special needs students. This process yielded a set of 85 competencies. Fifty-three competencies of vocational resource teachers were identified through a Developing A Curriculum (DACUM) two-day workshop which involved securing consensus of a team of 12 experts. These competencies were validated by practicing vocational resource teachers who rated vocational assessment and placement in vocational classrooms as the highest in importance. In addition, emerging roles of vocational special needs teachers suggested competencies to facilitate students' transition from school to work and to serve adult special populations.

The Vocational Special Needs Master's Program has offered 45 quarter hour credits in three areas: (1) Vocational Special Needs Concentration: courses in vocational education for the handicapped and the disadvantaged, vocational assessment, resource consultation, and internships in industry and adult service agencies; (2) Professional Studies: vocational education and research; and (3) Cognate area of related courses, such as special education, rehabilitation counseling, or psychology. Interim evaluations from the 25 currently enrolled students were generally positive and indicated satisfaction with vocational special needs courses, course relevancy, varying backgrounds of students and professors, and the convenience of courses. Summative evaluations will include follow-ups of students and supervisors.

For further information call or write Susan B. Asselin, Project Director.

Title of Presentation: Facilitating the Mainstreaming of Mildly Handicapped Students:
A Training Program for Pupil Services Personnel

Presenter: Donna Bruyere, Ph.D., Counselor Educator/Counselor
Specialized Educational Development
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The passage of PL 94-142 (Education of All Handicapped Children Act of 1975) requiring that all children between the ages of 3 and 21 receive a free appropriate public education in the least restrictive environment has many implications for pupil service personnel. These professionals are now counted among those who are required to provide remedial, preventative, and advocacy services for mainstreamed students. At the present time, there is a gap between performance expectations of pupil service personnel and their skill and training levels.

This training program was designed to minimize these differences. Its goals are to enable participants to:

- provide support for classroom teachers;
- communicate effectively with special education teachers and other related school personnel;
- identify programs which are particularly helpful for mildly handicapped students;
- help nonhandicapped students to understand the problems of their handicapped peers;
- provide experiences for education and vocational growth and decision-making in a group and/or individual setting; and
- conduct inservice training workshops which address the psychological and educational aspects of mainstreaming.

These goals serve as the foundation for the 37 hour, 15 module (2 and 1/2 hours) training program which emphasizes understanding the problems and needs of mildly handicapped students, increasing awareness of one's feelings toward this population and acquiring knowledge and minimum level performance of consultation, advocacy, testing, referral, and group guidance/counseling skills. The contents of each of these modules are:

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|-------------------------|--|
| Module I. | PL 94-142 and Its Implications for Pupil Services Personnel |
| Module II. | Philosophical and Practical Considerations of PL 94-142 |
| Modules III, IV, and V. | Identifying Characteristics of Mildly Handicapped Students; Developing and Understanding of Their Learning Problems |
| Module VI. | Psycho-Social Problems of Mildly Handicapped Students |
| Modules VII and IX. | Reentry Issues and Needs of Mainstreamed Students |
| Module VIII. | Identifying Positive and Negative Attitudes, Roles, and Behaviors of Pupil Service Personnel |
| Module X. | Identification, Referral, and Consultation |
| Module XI and XII. | Group Counseling Adapting Several Counseling Approaches and Techniques for Small Group Work with Mainstreamed Students, Their Nonhandicapped Peers, and Classroom Teachers |
| Module XIII. | Career Education and Vocational Advisement/Counseling |
| Modules XIV and XV. | The Use of Microcomputers in Identification and Referral of Students; Development of IEPs. |

For further information call or write Donna Bruyere.

Title of Presentation: Networking Needs in Vocational/Special Education

Presenter: James P. Greenan
 School of Humanities, Social Science, & Education
 Department of Vocational Education
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 West Lafayette, Indiana 47907 (317) 494-7290

Preparing personnel to work with special needs learners continues to be an important activity in vocational education. There are, however, several problems and issues which impede the delivery of essential instruction and support services to students (Greenan & Phelps, 1982; Howard, 1979). For example, personnel preparation, program alternatives, and funding are critical areas. Professionals from vocational education, special education, and rehabilitation need to work more closely and coordinate their goals and activities to effectively serve special needs learners.

The central problem of this study was to develop and validate an instrument, and assess the networking needs of personnel development professionals in vocational education, special education, rehabilitation, and other related agencies. The specific purpose of the study was to identify problems, needs, and interests related to enhancing personnel development networking activities for professionals working with handicapped students in vocational education. It is expected that the information from the study will assist in planning for, developing, implementing and evaluating future networking activities. The data/information will essentially contribute in identifying existing networks and suggest needed networking activities and networks.

A "Networking Needs Survey" was developed to identify problems, needs, and interests related to enhancing personnel development networks and activities for professionals working with handicapped learners in vocational education, special education, and rehabilitation programs. The instrument development process used two major sources to construct and validate the items: (a) reviews of literature, and (b) a panel of experts. Several drafts of the instrument were reviewed, evaluated, and revised. The final draft instrument was considered to possess a sufficient degree of content and face validity. The instrument contained three (3) principle parts that included directions for completing the survey, demographic information, and the survey items. The demographic information included: (a) present position, (b) years of professional experience, (c) highest degree, (d) current residence, (e) minority identification (optional), (f) current association/organization membership(s), (g) conferences attended, and (h) personal handicapping conditions (optional).

A survey was conducted with the 99 state special needs consultants. Each consultant was asked to identify up to ten (10) state leadership personnel in their state who were involved in vocational education, special education, and rehabilitation personnel development programs at the local, state, regional, or national level. The population of the study, therefore, was the 700 individuals identified by the state consultants. Each of the 700 individuals was selected to participate in the study.

A cover letter, survey instrument, and a stamped, self-addressed return envelope was sent to each participant and was to be returned within two weeks. The response rate was approximately 50%. A follow-up letter, survey, and a self-addressed envelope was sent to each non-respondent three weeks after the initial mailing. The data collection process was concluded on April 30, 1984.

For results of the study contact Dr. Greenan at the above address.

Title of Presentation: Policy Changes and Needed Policy Directions in the Area of Transitional Services - Discussion Group Forum

Presenters: Robert N. Ianacone, Ed.D, Carolyn Williamson, Walter Williams, and Pamela Leconte
Department of Special Education
The George Washington University
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Washington, DC 20052
(202) 676-7328

The unique location, in our nation's capital, of the George Washington University Department of Special Education creates a natural environment within which the policy/policy-making focus of its Supportive Training, Transition, and Education Programs thrive.

The personnel development program, discussed in this presentation, seeks to provide:

- o forums for policy discussion;
- o training expertise for policy implementation monitors;
- o training expertise for parents, and other advocates in the organizational, agency, and business worlds;
- o sharing of printed information regarding new or potential policy; and
- o research to get the pulse of people in the field regarding policy impact or needed revisions.

The knowledge, skills and actual experience of professionals in the field need to be shared with elected officials at all levels. Elected officials must act on a wide variety of policies resulting in little expertise in any one field. There is not enough time for an official to research each field. He/she must have a staff and/or constituents who share their expertise.

Simple, direct, personal experiences of how our programs work or fail to work are needed. Most officials do care; they just do not have the knowledge base on which to take positive action. CEC, DCD, AVA, NAUESNP members can be that knowledge base, for politicians and their staff, on the issues surrounding transition for the disabled by simply writing or calling them with this impact information.

The Job Training Partnership Act lacks a focus on handicapped youth which its predecessor, CETA, contained. With the reduction in federal involvement and increase in local citizen involvement, it becomes increasingly important for professionals/practitioners to develop a working relationship with local policy makers in which information sharing can be accomplished. A George Washington University survey in 1984 showed that less than 25% of the local policy making board (PIC's) had made provisions for handicapped youth. Clearly advocates need to work for representation in PIC's.

Title of Presentation: Preparation of Personnel in Career Education for Individuals with Exceptional Needs.

Presenter(s): Gordon F. Johnson, Professor
Special Education Program
School of Education & Human Development
California State University
Fresno, CA 93740 (209) 294-2271

The ultimate goal of education in a democratic society is to develop socially and economically responsible citizens. The greatest obstacle facing individuals with exceptional needs is the inability to make satisfactory adjustment in society. Education in America is under attack today because both students and the public fail to see meaningful relationships between what is being taught and what they are expected to do after graduation. To meet these challenges students must develop requisite daily living, personal, social, and occupational skills.

The logical precursor to effective curriculum is teacher preparation in career education. High priority has been assigned to this need by State and Federal Authorities. Unfortunately, career education has met with less than enthusiastic response and endorsement by teacher educators. If career education is to be implemented, the responsibility lies directly with the faculty in teacher education institutions to modify, revise or reconstruct a meaningful course of study.

The first step in developing a meaningful course of study is to organize a committee of (teacher educators) faculty interested in developing career education. The second step is securing the endorsement of the total faculty for the development of a career oriented curriculum. The third step is organizing a school-wide career education development committee to plan, develop, and implement curriculum scope and sequence in a competency based course of study. The fourth step is to report the activities to-date to the school faculty and administrators: request their input and suggestions for inclusion and/or revisions. The fifth step is to develop a tentative proposal for designing and/or redesigning the course of study with course descriptions, competencies and criteria for formative and summative evaluation. The sixth step is to prepare an inservice program for the school faculty. The final step is implementation of the faculty inservice program.

Career education, to be a viable alternative to traditional content based curriculum, must be process based and related to the real world. Teacher preparation must focus on career education as a process of systematically coordinating all school, family, and community components. Teacher preparation must include realistic competency evaluation in career education.

For additional information call or write Gordon F. Johnson, Professor, Special Education, California State University, Fresno, California.

Title of Presentation: An Emerging Process: An Interagency Model Toward Personnel Preparation in Career Education.

Presenters: Beverly D. Lavender, Training Coordinator
Beth T. Weyandt, Program Coordinator
Division of Special Education/Vocational Rehabilitation
Sparks Center for Developmental and Learning Disorders/
Jefferson County Board of Education
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Birmingham, AL 35294 (205) 934-5461

The Sparks Center/CDLD Pre-Vocational Program staff has developed and tested several interagency process models to be used to create greater public/professional awareness of the need for an early career education emphasis in the public schools in the Greater Birmingham area. The need was documented through the collaborative efforts of the Jefferson County Board of Education, Sparks Center, Occupational Rehabilitation Center, and United Cerebral Palsy of Greater Birmingham in the Winter/Spring '84.

A series of 8 one hour seminars concerning the world of work, job seeking skills, coping with stress, and realistic career goals was presented to a pilot group of physically handicapped students with secondary disabilities in a local high school. Results of the pilot project reinforced suspicions that our handicapped students were not being prepared for life after school. After consultation with Jefferson County Board of Education, it was concluded that mass inservice training for existing special education teachers and public awareness efforts for parents of the handicapped students were prioritized in the list of needs in our area.

A community-wide public forum was the first of a three part in-service series for special education coordinators, teachers, and parents. Representatives from eleven transitional service programs in the Birmingham area gave brief overviews and resource materials from their programs. Brochures advertising the forum were distributed to every special education student in a four county area. School systems were encouraged to request inservice sessions one and two as follow-up training for special education teachers. These in-services addressed the career education curriculum developed within the Sparks Center Pre-Vocational Program.

With no specific career education courses being offered within the special education curriculum at the University of Alabama at Birmingham, the opportunity to re-write the curriculums for two existing undergraduate courses prompted development of the pre-service models. Career education materials were incorporated with the aid of Kokaska and Brolin's "Career Education for the Handicapped Individuals" and Brolin's "Life Centered Career Education: A Competency Based Approach." Lesson plan writing, material development and videotaped teaching sessions were critiqued individually. Our pilot group of eleven future teachers were given a total of over 150 contact hours with program staff. Also an extension of the LCCE was developed in a class project format. Plans to edit the curriculum guide for public school use statewide are being considered at this time.

More extensive materials are available by calling or writing Beverly Lavender or Beth Weyandt.

Title of Presentation: The CEPP Project: A Life-Centered Career Education/Transition From School-To-Work Staff Development Training Program.

Presenter(s): Bob Loyd, CEPP Assistant Project Director
111 Education Building
University of Missouri
Columbia, MO 65211 (314) 882-7775

The Career Education Personnel Preparation (CEPP) Project is a federally and state funded program to the University of Missouri-Columbia by the U.S. Office of Special Education Programs and the Missouri Department of Elementary and Secondary Education. It is an inservice/staff development training program to provide personnel in Missouri schools and community agencies with the knowledge and skills to implement more effective transition from school-to-work preparation/programming and career development services for handicapped students (K-12+). The main focus of the CEPP Training Program is to teach general, vocational and special educators, counselors, and others The Life-Centered Career Education (LCCE) curriculum approach and how it can be implemented. The LCCE curriculum approach is competency-based and developed from a previous grant by the project staff.

The CEPP Project involves a cadre of school personnel and agency representatives in a three-phase program: Pre-training, Training Course #1 and Training Course #2. The Pre-training Phase involves a CEPP staff member meeting with administrators of interested school districts to explain the program and to gain their endorsement and commitment to implement the LCCE curriculum and transition from school-to-work plan developed by the program participants. Training Course #1 involves forty (40) classroom hours and outside activities for developing a LCCE/Transitional Plan. Topics covered include Career Education and Transition from School-To-Work; Legislation; Education of Students with Handicaps; Handicapping Conditions; Vocational Preparation; LCCE Curriculum, Instructional Strategies and Resources; Instructional Development; Materials and Resources; Student Assessment; Family Involvement; Community Resources; Collaboration/Coordination; Leadership Skills, and Staff Development Techniques. Time is provided per session for participants to work in class on their transitional plans. Training Course #2 involves twenty (20) classroom hours and considerable outside activities for implementing the LCCE/Transition Plans developed in course #1, and the development of an instructional unit that can be implemented in the classroom to provide LCCE. A CEPP staff member works closely with the class in their various activities. Convincing school personnel to cooperatively work together to design and implement comprehensive career education/transitional services for handicapped students is a difficult task. The CEPP staff are finding that solid understanding and commitment from the top administrators on down is an absolute requisite if change is to occur.

As a result of the project's training and development activities over the three-year period (1984-1987), the following will be produced and distributed for general use: 1) a LIFE-CENTERED TRANSITION FROM SCHOOL-TO-WORK AND COMMUNITY LIVING CURRICULUM GUIDE; 2) a revised TRAINING MANUAL that can be used by school districts and other university programs for staff development; and 3) a series of CAREER/LIFE SKILLS INSTRUCTIONAL UNITS to use in teaching the LCCE curriculum. The Council for Exceptional Children (CEC) has indicated its interest in continuing to publish our products for national distribution after the project's termination in late 1987.

For further information call or write Bob Loyd or Donn Brolin, Project Director.

Title of Presentation: Influencing Vocational Teachers' Attitudes
Toward Special Needs, Handicapped Children Through Needs-Assessment-
Driven Inservice Training

Presenter: James F. McGettigan, Ph.D.
Educational Information and
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A state funded research grant (Division of Vocational Education, New Jersey) supported a year-long ('83-'84) investigation of three relationships:

- 1) Teacher attitudes and training effects;
- 2) Needs-assessment-driven inservice sessions and teacher satisfaction; and
- 3) Teacher attitudes and training suited to perceived needs.

Results indicated that teacher attitudes did change but not nearly large enough to claim meaningful change. Needs-assessment-driven inservice is indeed satisfying to teachers, and perceived training needs do relate to teacher attitudes, but again in a less than robust fashion.

This project determined through a needs assessment the educational and training needs of vocational teachers who teach handicapped children in area vocational schools. In addition, it provided a series of inservice sessions predicated on the needs assessment results. Finally, it measured attitudes of these teachers toward the disabled, pre- and post-test. Eighty vocational teachers from four A.V.T.S. participated.

Results on the priority needs areas were: 1) more pupil information, 2) pertinent didactic materials and strategies, delivered by 3) resource personnel, 4) in-person, and/or delivered through courses, seminars, workshops or school visitations. Teacher attitudes improved with training, increasing an average of five points (74 to 79): the range of increase for four schools was two to 10.5 points.

The most enlightening aspects of the study were a) the teachers' declarations that teaching handicapped in regular vocational shops is a lonely, alienated activity; b) that vocational teachers want more information (and early) on students, and a sense of partnership with someone in the instructional program; and c) that vocational teachers desire the physical presence-contact of the vocational director in and about the shops, well beyond routine administrative, perfunctory visits.

It appears that the combination of needs assessment and preferred training activities is sufficient to engender teacher attitude improvement, at least with vocational teachers in area vocational technical schools.

For further information, call or write Jim McGettigan, Consultant.

Title of Presentation: A Needs Assessment for Training Personnel in the Area of Vocational and Career Education for the Handicapped: A Survey of Kentucky Legislators and Education Personnel.

Presenters: Patricia R. Nelson & Roy S. Meckler
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Richmond, Kentucky 40475 (606) 622-4442

During the decade of the seventies, and into the 1980's, there was a demand for increase in specialized vocational programs for the handicapped. Several important legislative Acts provided impetus for these programs: The Rehabilitation Act of 1973 (P.L. 93-112); The Education for All Handicapped Children Act of 1975 (P.L. 94-142); the Vocation Education Amendment of 1976 (P.L. 94-482); and the more recent mandates of Education for All Handicapped Children Act Amendments of 1983 to establish a Secondary Education and Transitional Services for Handicapped Youth Program (P.L. 98-199) and in October 1984 the Carl D. Perkins Vocation Education Act (P.L. 98-524). However, despite these mandates, follow-up studies have found that a large number of handicapped children and youth were not being provided an appropriate public school education and limited vocational programs (Education Advocate Coalition, 1980; President's Committee on Employment of the Handicapped, 1979; Brolin, 1982). Linked to these facts are concerned studies indicating a need for inservice and preservice training as preparatory to implementing vocational programs for the handicapped (Batsche, 1982; Green, 1984; Peterson, 1984).

Based on these findings an assumption was formed that individuals responsible for developing legislative mandates (Legislators) and those responsible for implementation of the legislative mandates (School Administrators and Regular and Vocational Educators) may not fully be informed of the current status of vocational preparation programs for the handicapped. Therefore, a questionnaire was developed to survey: 1) The extent of awareness of the five mandates; 2) The extent to which implementation of the mandates were being carried out; and 3) If there existed a need for inservice training for legislators, school administrators, and regular and vocational educators. The questionnaire was mailed out to 138 Legislators of Kentucky, 50 Superintendents, 50 Public School Principals, and 200 Public School Regular Educators and 200 Vocational Educators.

In the results of 103 responses, 95 were aware or familiar with the 5 mandates. Thirty did not know to what extent the mandates were being carried out, and 68 felt the need for and would attend an inservice.

As a results of the questionnaire it would appear there is a need for preparing and/or reviewing legislators and school personnel as to implementation requirements of mandated laws for the handicapped. It is also felt that the survey needs to be extended for better results.

Title of Presentation: Preparing Vocational Educators to Serve Special Population Youth: An Exploratory Evaluation and Followup Study

Presentors: L. Allen Phelps
 Mary C. Frongillo
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 University of Illinois
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 Champaign, IL 61820 (217)333-2325

In 1981 the Illinois General Assembly enacted legislation requiring all teacher candidates to complete coursework related to teaching exceptional children. In response to this legislation, the College of Education at the University of Illinois adopted a series of Department-level infusion matrices specifying the special needs content to be included in each teacher education course. In the VOTEC Department separate matrices were developed for each division (Agricultural Education, Business Education, Health Occupations Education, Home Economics Education and Industrial Education). Curriculum and resource materials related to special needs students were developed and used in the required education courses for each division.

Surveys of senior VOTEC students were conducted in the spring semesters of 1982, 1983 and 1984 to determine the level of special needs awareness and knowledge held by these prospective teachers. In addition, a followup survey of 1982 and 1983 VOTEC graduates was completed in late 1984 to determine the effectiveness of the Infusion Program in preparing teachers to work with special needs students. Findings showed that awareness of the Illinois state requirement for teacher certification increased from 1982 to 1983 but then dropped in 1984. Students' reports of special education-related content being included in required education coursework were extremely varied showing a disconcerting lack of consensus among students and courses. Over 50% of the seniors reported a need to learn more about the education of special needs students after graduation. Results of the followup survey of 1982 and 1983 graduates indicated that more in-depth, focused preparation in the nine matrix topics via practica and student teaching experiences is needed in the undergraduate VOTEC teacher education curriculum.

Several recommendations were proposed. First, a separate course in the education of special needs students should be used to fulfill the certification requirement. An infusion approach should be used to supplement this separate course. Second, longitudinal and naturalistic approaches to evaluating teacher education programs need to be considered. Third, the revision of teacher education programs must be examined in light of the recent excellence in education movement. Fourth, a more systematic, research-based approach to the development and evaluation of vocational special needs teacher education programs is needed.

TITLE OF PRESENTATION: A Vocational Special Needs Inservice Model for
Vocational Education Personnel

Presenter: Gwen K. Rockwell
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Seattle, WA 98195
(206) 545-1807

The State-wide Vocational Special Needs Inservice Model, funded by the Washington state Division of Vocational-Technical and Adult Education, has evolved over a three year period. During that time, the inservice provider trained nearly 2000 professionals in over 50 school districts.

The primary focus of the model is secondary vocational and special education teachers, counselors, and administrators who want to increase the participation of high school handicapped youth in regular vocational education courses. Following a needs-based approach, the inservice provider developed the agenda and provided follow-up inservices and technical whenever necessary. Even though most inservice agendas are unique to accommodate the special needs of each community, a common thread wove its way throughout most inservices: 1) information about vocational and special education is shared in an attempt to have the total group beginning at a common level of knowledge; 2) minimum competencies for participation in the participating vocational programs are identified; 3) instructional strategies are identified; 3) scheduling and grading problems are identified; and 4) an action plan for remediation of difficulties is developed. Other topics ranging from vocational evaluation to work placement are considered depending on the priorities identified by the participating school.

The results of the pre/post tests indicate an average increase in participant competence level by 23%. The project staff is currently in the process of determining which inservice format provides the better long term improvement of vocational teacher behavior. The results of this study will be prepared by December, 1985.

Materials available from this project include: needs assessments and forms for developing minimum vocational competency levels, individualized vocational programs, and inservice evaluations. The pre/post test and other informational handouts describing instructional strategies, rural work placements, grading alternatives, handicapping conditions, etc. are also available. A handbook entitled Vocational Special Needs--An Inservice Training Guide is in the development process.

For further information call or write Greg Weisenstein, Ed.D or Gwen Rockwell, M.A.

TITLE OF PRESENTATION: A Statewide Model for Leadership Training of
Transition Educators and Human Services Personnel

PRESENTER(S): George Salembier/Brian Cobb
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ABSTRACT:

WHAT IS THE LEADERSHIP/TRANSITION GRADUATE PROGRAM?

The central purpose of this graduate program is to train leadership/transitional personnel in each of the 16 Area Vocational Center Regions in Vermont, who will be responsible for training special and vocational education teachers and human service providers in community-based work transition programming for mildly to severely handicapped adolescents.

WHO WILL THE PROGRAM TRAIN?

Over a three year time period, this masters level and CAS (post masters) graduate program will train 32 statewide leadership/transitional personnel. This program will identify and train special education work placement coordinators, vocational cooperative education coordinators, vocational rehabilitation professionals, and mental health professionals.

WHAT CONTENT WILL BE COVERED IN THIS LEADERSHIP/TRANSITION GRADUATE PROGRAM?

The training focus will be on the skills necessary to place, train, and follow-up mildly to severely handicapped secondary aged students and to plan for their transition to the adult community and working life utilizing local human service delivery systems and generic post-secondary services.

HOW AND WHEN WILL THIS LEADERSHIP/TRANSITION GRADUATE PROGRAM BE DELIVERED?

Coursework will be designed and delivered at various locations rotating around the State. Courses will be offered during the Fall and Spring semesters in weekend and Summer formats. Coursework will include an emphasis on field-based practica, enabling participants the opportunity to apply new learnings in their work environment with supervision by University faculty.

WHO CAN I CONTACT FOR MORE INFORMATION?

For additional information, please call Susan Brody Hasazi, George Salembier, or Brian Cobb, Project Coordinators at the University of Vermont, Department of Special Education, Social Work and Social Services, (802) 656-2936.

Title of Presentation: An Assessment of the Career Development Needs in North Carolina.

Presenters: Fred Spooner, Department of Curriculum & Instruction, Special Education Program, University of North Carolina at Charlotte, UNCC Station, Charlotte, NC 28223, (704) 597-4707; Dorothea N. Rau and Thomas W. Swern, Department of Language, Reading, & Exceptionalities, Appalachian State University, Boone, NC 28608, (704) 262-2182.

The North Carolina Division on Career Development received its charter in 1983, and was charged with the responsibility of impacting on the career development of exceptional students and persons who teach those students. In order to ascertain what was the current state of affairs in the career development of exceptional students in North Carolina the Executive Board conducted a needs assessment. A preliminary instrument was compiled based on assessments created by Brolin (1978) and the University of Missouri Testing Service and further modified to meet the specific need in North Carolina. The survey focused on three areas: (a) teachers' perceptions of the status of career education in their particular school system, (b) how the teachers obtained their knowledge of career education, and (c) teachers' perceptions of what is most important for special need students in the area of career education. The preliminary survey was conducted with special education teachers in the Watauga County Schools and findings from this data set showed that there were significant differences between what was actually (actual) happening in schools in the area of career development and what teachers felt should be happening (desired). Based on the feedback from the preliminary survey, the instrument was revised and directors of special education from 140 local education agencies (LEAs) within the state were contacted by mail and ask if they would be willing to allow their teachers to participate in an assessment of career development needs. Seventy of the one hundred-forty or fifty percent of the directors of special education in the LEAs agreed to participate. Questionnaires were returned for 57 of the 70 or 81% of the LEAs that agreed to participate in the survey. The total number of teachers from the 57 LEAs yielded a sample size of 1826 respondents. The revised instrument was based on a 16 item questionnaire with two likert-type measures across two dimensions (i.e., actual and desired). The data were analyzed by preliminary component factor analysis which yielded two primary factors: (a) social adjustment training and (b) application of career education knowledge. The alpha and split-half reliabilities for the two major constructs of the instrument ranged between .70 and .90. Mean differences between the two factors were significant for both the actual and desired dimensions. Several ANOVAs conducted with the demographic variables (e.g., position, number of years in special education, teaching assignment, sex, existence of a coordinator of career development) yielded significant differences for the two factors across the two dimensions of actual vs. desired. Implications are discussed in light of practical significance of the findings.

For further information call or write Dorothea Rau or Fred Spooner.

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CAREER DEVELOPMENT PROJECTS
111 EDUCATION BUILDING
UNIVERSITY OF MISSOURI - COLUMBIA
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ATTENTION: Donn Brolin